

Everett SD Framework: Business Law

Course: Business Law	Total Framework Hours: 90 Hours
CIP Code: 220001	Type: Exploratory or Preparatory
Career Cluster: Law, Public Safety and Security	Date Last Modified: Thursday, January 26, 2012

Resources and Standard used in Framework Development:

The national standards used in business and marketing frameworks are from NBEA (the National Business Education Association), MarkED Career Paths, and NWCET (National Workforce Center for Emerging Technologies).

Unit 1 BASICS OF THE LAW

Hours: 10

Performance Assessment(s):

A. Ethics and the Law

Explain a person's responsibility to obey the law.
 Identify ethical character traits and values (e.g., honesty, integrity, compassion, and justice).
 Explain the relationship between law and ethics.
 Describe the role of values in constructing an ethical code and a legal system.
 Explain a person's responsibility under the law.
 Identify consequences of unethical and illegal conduct.
 Describe how to develop an ethical and legal lifestyle.
 List the most common sources of the law.
 Explain the way social forces may sometimes conflict.
 Compare and contrast various ethical theories.
 Analyze and solve difficult ethical and legal problems.
 Demonstrate how a rule of law may be a synthesis of conflicting social forces.
 Compare and contrast differences in ethical and legal systems from state to state and nation to nation.

B. Sources of the Law

Explain the Constitution and describe the branches of government, as presented therein.
 Define statutory law, identify the purposes of the statutory law, and describe how a bill becomes a statute.
 Define regulations and explain how administrative agencies create regulations.
 Describe the powers and limitations of the federal government as stated in the Constitution.
 Identify the basic freedoms guaranteed by the Bill of Rights and describe several key constitutional amendments beyond the Bill of Rights.
 Compare and contrast the national constitution with state, territory, and province constitutions.
 Determine how courts make law and explain the role of precedent in the legal system.
 Locate, interpret, and apply specific statutes and administrative regulations.
 Analyze specific cases by stating the facts, finding the legal questions applying the laws and regulations.

C. Structure of the Courts

Explain the function of the court
 Describe the basic structure of the national and state, territory, and province court systems.
 Distinguish between the roles of legal professionals (judges, lawyers, and paralegals)
 Differentiate between cases that belong within the jurisdiction of the federal and state, territory, and province court systems.
 Compare the role of the juvenile court with the role of other courts within a state, territory, or province
 Explain the role of the national and state, territory, and province appellate courts.
 Differentiate between the roles of the U.S. Supreme Court and state, territory, and province supreme courts.

Differentiate between the rules of the International Law Commission, the U.N. Commission on International Trade Law, and the World Trade Organization.
Analyze the reasons that certain cases reach the U.S. Supreme Court.

D. Classification of Procedural Law

Distinguish between procedural law and substantive law.

Define litigation.

Explain the advantages and disadvantages of arbitration, mediation, and conciliation.

Compare and contrast the steps in a civil law suit with the steps in a criminal prosecution

List and explain the steps in criminal and civil trials.

Describe the appellate process in criminal and civil cases.

Define the statute of limitations.

Define alternate dispute resolution (ADR)

Distinguish between reactive and proactive ADR techniques.

Identify several types of governmental ADR techniques.

E Classification of Substantive Law

Distinguish between civil and criminal law.

Differentiate between categories of crime (e.g., treason, felony, and misdemeanor)

Identify different areas of civil law that impact businesses (e.g., tort, contract, and property law)

Define different types of business crime (e.g., arson, forgery, and embezzlement)

Determine several defenses to criminal acts (e.g., insanity defense and self-defense)

Distinguish between a tort and a crime

Differentiate between and give examples of negligence and intentional torts.

Explain the concept of strict liability and describe circumstances under which it is imposed.

Describe the penalties available in criminal law and the remedies available in tort law.

Leadership Alignment:

Your team must design a three-column table. The first column should list different situations that involve emotions and ethics. List 10 situations in the first column and then list the response based on emotions in column #2 and the response based on ethics in column #3.

Ethics PowerPoint Presentation: Divide the class into teams consisting of two students. Each team must prepare a PowerPoint presentation that deals with three ethical situations: shoplifting—stashing candy in the purse, cheating on income taxes to save nearly \$2,000, and skipping the automobile emissions inspection with the rationale that you are a mechanic who takes better care of your automobile than a service station. The PowerPoint presentation must indicate the ethical issues involved with each situation, consequences, and who is affected by the unethical actions.

2. Emotions vs. Ethics Table: Split the class into teams of two students. Design a three-column table. The first column should list different situations that involve emotions and ethics. Students should list 10 situations in the first column and then list the response based on emotions and ethics.

Standards and Competencies

BLaw_1.1: Analyze the relationship between ethics and the law.

- BLaw_1.1.1 Explain a person's responsibility to obey the law
- BLaw_1.1.2 List the most common sources of the law

- BLaw_1.1.3 Identify ethical character traits (e.g., honesty, integrity, compassion, justice)
- BLaw_1.1.4 Explain the relationships between law and ethics
- BLaw_1.1.5 Describe the role of values in constructing an ethical code and a legal system
- BLaw_1.1.6 Identify unethical and illegal conduct and related consequences
- BLaw_1.1.7 Describe how to develop an ethical and legal life style

BLaw_1.3 Describe the structure of the court system.

- BLaw_1.3.1 Explain the function of the court
- BLaw_1.3.2 Describe the basic structure of the federal, state, county, and local court systems
- BLaw_1.3.3 Distinguish among the roles of the legal professionals, such as judges, lawyers, and paralegals
- BLaw_1.3.4 Differentiate among cases that belong within the jurisdiction of the federal, state, and county court systems
- BLaw_1.3.5 Compare the role of the juvenile court with the role of other courts within a state
- BLaw_1.3.6 Explain the role of the federal and state appellate courts
- BLaw_1.3.7 Define the role of the U.S. Supreme Court; differentiate the U.S. Supreme Court's role with that of the state supreme courts

BLaw_1.4 Describe the process of law in civil and criminal cases and explain the differences between the two.

- BLaw_1.4.1 Distinguish between procedural law and substantive law
- BLaw_1.4.2 Define litigation and describe methods for resolving disputes other than litigation
- BLaw_1.4.3 Compare and contrast the steps in a civil law suit with the steps in a criminal prosecution
- BLaw_1.4.5 Describe the appellate process in criminal and civil cases

Aligned to Washington State Standards

Arts

Communications

Health and Fitness

Mathematics

Reading

Reading 2.1 Demonstrate evidence of reading comprehension.

2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text.

2.1.4 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: use prior knowledge.

Reading 3.1 Read to learn new information.

3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.

Science

Social Studies

Writing

Writing 2.4: Writes for career applications.

2.4.1 Produces documents used in a career setting.

Writing 3.3: Knows and applies writing conventions appropriate for the grade level.

- 3.3.1 Uses legible handwriting.
- 3.3.2 Spells accurately in final draft.
- 3.3.3 Applies capitalization rules.
- 3.3.4 Applies punctuation rules.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboratio

- ☒ Communicate Clearly
- ☐ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☐ Use and Manage Information

Media Literacy

- ☐ Analyze Media
- ☐ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☐ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☐ Adapt to Change
- ☐ Be Flexible

Initiative and Self-Direction

- ☐ Mange Goals and Time
- ☒ Work Independently
- ☐ Be Self-Directed Learners

Social and Cross-Cultural

- ☐ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☐ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

Unit 2 CONTRACT LAW, LAW OF SALES, AND CONSUMER LAW	Hours: 20
Performance Assessment(s):	
<p>A. Contract Law Demonstrate an understanding of the nature of a contractual relationship. List the elements required to create a contract. Explain how offer and acceptance can create contractual rights and duties Determine whether or not an agreement is definite enough to be enforced as a contract. Differentiate between the ways that assent can be undermined (e.g., fraud, nondisclosure, misrepresentation, mistake, duress, and undue influence) Define and distinguish between different types of consideration and list the exceptions to the requirements of consideration Explain a minor's right to avoid a contract. Identify categories of people who lack contractual capacity Describe the concept of unconscionability and compare it to illegality. List the essential information that should be included in writing under the statute of frauds. Explain the parol evidence rule Describe the various rules applied to the interpretation of contracts. Explain the various rules applied to contracts involving third parties List the ways a contract can be discharged. Describe breach of contract and the remedies available when a contract is breached</p> <p>B. Law of Sales Differentiate between goods, service, and real property contracts Distinguish between a sale of goods and other transactions relating to goods Describe the Uniform Commercial Code (UCC) Explain why the UCC has been adopted by individual states. Describe the Uniform Computer Information Transactions Act (UCITA), the Uniform Electronic Transactions Act, the Electronic Signatures in Global and National Commerce Act, and the Millennium Digital Commerce Act Explain when title and risk of loss pass in a sale of goods Distinguish between rejection of nonconforming goods and revocation of acceptance. Identify various types of warranties and describe how each of the warranties may be excluded or modified. List and explain the remedies of the seller when the buyer breaches the sales contract. Determine the circumstances in which the parties may limit the damage recovery of the opposing party. Describe when the statute of limitations usually begin and ends in a sales transaction. State when a contract for the sale of goods must be evidenced in writing. Explain when title and risk of loss pass in a sale of goods State when a contract for the sale of goods must be evidenced in ways List and define the performance obligations of the seller and buyer in a typical sales transaction and define the terms F.O.B., C.I, F, C.F., and C.&F. and state the legal consequences of using them.</p> <p>C. Consumer Law Identify legislation that regulates consumer credit and electronic credit transactions (e.g., Fair Credit Reporting Act, Fair Credit Billing Act, Equal Credit Opportunity Act, Fair Credit Collection Practices Act, and Consumer Credit Protection Act). Discuss consumer protection legislation (e.g., Federal Trade Commission Act, Consumer Product Safety Act, and Consumer Leasing Act) Discuss the impact of the laws of different countries on consumer protection.</p>	

Leadership Alignment:

Directions: Read the situations that follow and decide whether or not the minor can void the contract (get out of the contract without a penalty). Give your reasons.

Dan, who is 17 years old but looks like 20 years old, signs a contract for a \$1,000 stereo system from Cascade Stereo. The contract requires him to put \$300 down and pay \$50 monthly. He puts his \$300 down and after two weeks decides he wants out of the contract. Can he legally do this? Give your reasons.

Terry, who is 16, enrolls in Garner Vocational School. She borrows \$2,000 from a bank to go to school. The bank has a written statement from Garner Vocational School that Terry is enrolled. Two months later, Terry wants to drop out of school and get out of repaying her loan. Can she legally do this? Give your reasons.

Juanita, who is 15, buys a life insurance policy so that if she dies, her parents will receive \$100,000. The contract requires her to pay \$20 per month. She pays this every month until she is 17. Now she decides to get out of the contract and wants all her money back. Can she do this? Give your reasons.

Michael, age 16, is a star baseball player at his high school. A baseball scout for a professional baseball team approached Michael and proposed that Michael sign a contract to play for the team he represents. To encourage Michael to sign, he gives Michael a new car. Michael signs the contract. Later, Michael realizes that this will deprive him of his amateur status. Michael now wishes to get out of the contract. Can he do this? Give your reasons.

Jemi, who is 17, agrees with a married couple unable to have children, to be artificially inseminated and to bear a child for the couple. The couple will pay all expenses of pregnancy, actual medical expenses, and attorney fees to draft the contract to establish that the child produced will belong to the married couple. Jemi signs such a contract, is impregnated, and now changes her mind and wants out of the contract. Can she do this? Give your reasons.

Judy, who is 13, ran away from home and took her mother's credit card. She had no food or place to stay. She paid for a motel and some food with the credit card. Now, she wants to get out of these contracts. Can she do this and get a refund from the motel and stores where she bought the food? Give your reasons.

Tony buys a used car for his 17th birthday from Al's used car lot. Tony needs the car to get to his after-school job. After three months of use, Tony decides he wants to get out of the contract, return the car, and get his money back. Can he do that? Give your reasons.

George at 17 buys a used car on credit, agreeing to pay \$50 each month for three years. When he turns 19, two years after signing the contract for the car, he decides to get out of the contract and get his money back. Can he do that? Give your reasons.

Miriam, who is 17, set up her own business making t-shirts. She took and filled many orders for sets of t-shirts. She now wants to get out of the contracts she hasn't filled because she has spent the money on other things and doesn't have enough money to produce the t-shirts. Can she do that? Give your reasons.

Mady and Johnny are both minors who have a child together. They enter into several contracts for services and things for their child. Can they get out of these contracts and get back the money they have already spent? Give your reasons.

Standards and Competencies

Consumer Law

- Research, identify, and write about legislation that regulates consumer credit and electronic credit transactions (e.g., Fair Credit Reporting Act, Fair Credit Billing Act, Equal Credit Opportunity Act, Fair Credit Collection Practices Act, and (Consumer Credit Protection Act).
- Discuss consumer protection legislation (e.g., Federal Trade Commission Act, Consumer Product Safety Act, and Consumer Leasing Act)
- Define the terms "unfair business practice" and "false and misleading advertising".
- Explain the purpose of the Consumer Product Safety Act.
- Analyze the role of U.S. and states' attorney generals in enforcement of consumer protection statutes.
- Discuss the impact of different state laws concerning consumer protection for business using the Internet or involved in e-commerce.
- Discuss the impact of the laws of different countries on consumer protection.
- Compare and contrast consumer protection in e-commerce as provided by the United States and as provided by the European Union.

Contract Law

- Differentiate between classes of contracts (e.g., bilateral and unilateral, express and implied, and oral and written)
- Explain how offer and acceptance can create contractual rights and duties.
- Determine whether or not an agreement is definite enough to be enforced as a contract.
- Define and distinguish between different types of consideration and list the exceptions to the requirements of consideration.
- Explain a minor's right to avoid a contract.

Law of Sales

- Identify the source of law that applies to contracts for goods, services and real property.
- Explain when to apply the law of sales and leases of goods under the Uniform Commercial Code (UCC)
- Give examples of special rules that apply to sales contracts that do not apply to other contracts.
- Clarify when sales contracts must be in writing and state the exceptions.
- Describe the Uniform Computer Information Transactions Act (UCITA), the Uniform Electronic Transactions Act, the Electronic Signatures in Global and National Commerce Act, and the Millennium Digital Commerce Act.
- Relate how express warranties, implied warranties, and the warranty of title arise, and describe how each of the warranties may be excluded or modified.
- State possible reasons why the U.S. Congress enacted the Magnuson-Moss Warranty Act, and identify the Act's principal features.
- List and explain the remedies of the seller when the buyer breaches the sales contract (and vice versa).
- Describe when the statute of limitations usually begins and ends in a sales transaction.
- List and define the performance obligations of the seller and buyer in a typical sales transaction and define the terms F.O.B., F.A.S., C.I.F., C.F., and C.&F.
- Recognize the principal differences between the Uniform Commercial Code and the UN Conventional on Contracts for the International Sale of Goods.

Aligned to Washington State Standards

Arts

Communications

Communication 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.

Communication 3.3: Uses effective delivery.

3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations.

Health and Fitness

Mathematics

Reading

Reading 1.3 Build vocabulary through wide reading.

1.3.2 Understand and apply the content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.

Reading 2.1 Demonstrate evidence of reading comprehension.

2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text.

Reading 3.1 Read to learn new information.

3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.

Science		
Social Studies		
Writing		
<p><u>Writing 1.1: Pre-writes to generate ideas and plan writing.</u></p> <p>1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing.</p> <p><u>Writing 1.2: Produces draft(s).</u></p> <p>1.2.1 Analyzes task and composes multiple drafts when appropriate.</p> <p><u>Writing 1.3: Revises to improve text.</u></p> <p>1.3.1 Revises text, including changing words, sentences, paragraphs, and ideas.</p> <p>3.3.2 Spells accurately in final draft.</p> <p>3.3.3 Applies capitalization rules.</p>		
21st Century Skills		
<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Think Creatively</p> <p><input checked="" type="checkbox"/> Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p> <p>Creative Thinking and Problem Solving</p> <p><input type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input type="checkbox"/> Make Judgements and Decisions</p> <p><input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboratio</p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input checked="" type="checkbox"/> Access and Evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input type="checkbox"/> Analyze Media</p> <p><input type="checkbox"/> Create Media Products</p> <p>Information, Communications, and Technology (ICT Literacy)</p> <p><input type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input type="checkbox"/> Adapt to Change</p> <p><input type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Mange Goals and Time</p> <p><input checked="" type="checkbox"/> Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input type="checkbox"/> Interact Effectively with Other</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p>

Unit 3 AGENCY AND EMPLOYMENT LAW**Hours: 15****Performance Assessment(s):****A. Agency**

Demonstrate an understanding of the nature of an agency relationship and list the ways agency relationships may be created.

Distinguish between an agent and individuals such as independent contractors, real estate brokers, bailees, and trustees.

Distinguish between a general power of attorney, a durable power of attorney, and a limited power of attorney

Explain the different types of agents

Define ratification and its elements.

Explain the concept of vicarious liability

Differentiate between types of agency authority (e.g., express, incidental, customary, and apparent)

Explain the duties the agent owes the principal and explain the duties the principal owes the agent.

Describe when and how an agent can become liable to a third party in a contract.

List and explain the methods by which an agency can be terminated by acts of the parties and by operation of law.

Explain the principal's liability to third parties when contracting through an agent.

B. Employment

Demonstrate an understanding of the nature of the employer-employee relationship

Explain the doctrine of employment-at-will

Describe the wrongful discharge exceptions to employment-at-will, including implied contract, promissory estoppel, and public policy tort.

Explain the employment doctrine of implied covenant.

Explain the relationship of Title VII of the Civil Rights Act to employment.

Explain the difference between disparate treatment and disparate impact in discrimination cases.

Explain the Civil Rights Act of 1991.

Determine what questions can and cannot be asked during an employment interview.

Demonstrate an understanding of the basis on which employees or applicants may be asked to take tests (e.g., aptitude, psychological, polygraph, and drug tests).

Identify legislation that regulates employee rights (e.g., Americans with Disabilities Act, Age Discrimination in Employment Act, Family and Medical Leave Act, and Older Workers Benefit Protection Act).

Identify legislation that regulates employment conditions (e.g., Fair Labor Standards Act, Immigration Reform and Control Act, and Occupational Safety and Health Act).

Identify legislation that guarantees worker benefits (e.g., unemployment insurance, pension protection, workers' compensation, and Social Security legislation).

Describe the collective-bargaining process.

Identify legislation that regulates union activities (e.g., National Labor Relations Act, Taft-Hartley Act, and Landrum-Griffin Act).

Discuss the impact of the laws of different countries on employment.

Analyze the impact of international law on employment.

Leadership Alignment:

Peter Rabbit Farms, owned and operated by John Powell, grew beets, which were harvested by members of the United Farm Workers (UFW). After two years, Powell decided to stop growing beets. The UFW filed a complaint with the Agricultural Labor Relations Board, who decided that Powell's decision to stop growing beets was subject to collective bargaining. Powell appealed the board's decision to the California courts. On appeal, the UFW argued that Powell had stopped growing beets and had sublet 61 acres to Sam Keosean, who grew beets and delivered them to Powell. Powell argued that he had no control over what Keosean grew and the beets were simply a rental payment for the acres. Therefore, Powell concluded that the decision was not subject to collective bargaining. Is Powell correct? Explain your answer. *Cardinal Distributing Company, Inc. v. Agricultural Labor Relations*, 205 Cal.Rptr. 860 (CA).

Painter decided to run for a seat on the city council of Cleveland. Accordingly, she asked for and received a leave of absence from her job. Two months later, she was discharged. She brought a wrongful discharge suit, arguing that she had been fired for exercising her constitutional rights under the Ohio State Constitution. What kind of a wrongful discharge lawsuit did Painter bring in this case? Will she succeed in her suit? Explain your answer. *Painter v. Graley*, 639 N.E2d 51 (OH).

The requirements for applicants who want to become state troopers in Virginia held that all potential troopers had to weigh at least 156 pounds and be at least 5 feet, 9 inches tall. Under these requirements, 98 percent of all female applicants were disqualified. The United States brought suit alleging a pattern of discrimination against female applicants. What type of discrimination is alleged here? Is the United States entitled to a judgment in this case? Explain your answer. *United States v. Commonwealth of Virginia*, 620 F.2d 1018 (4th Cir.).

James O'Connor, aged 56, worked for the Consolidated Coin Caterers Corporation until he was fired and replaced by another worker who was 40 years old. O'Connor filed suit against Consolidated, alleging age discrimination in violation of the Age Discrimination in Employment Act (ADEA). Consolidated argued that it could not be held liable for a violation of the ADEA because the replacement for O'Connor was also within the protected class of workers aged 40 and older. Is Consolidated correct? Explain your answer. *O'Connor v. Consolidated CoinCaterers Corporation*, 517 U.S. 308 (U.S. Supreme Court).

Standards and Competencies

Agency Law

- Distinguish between an agent and individuals such as independent contractors, real estate brokers, bailees, and trustees.
- Distinguish between a general power of attorney, a durable power of attorney, and a limited power of attorney.
- Explain the different types of agents.
- Define ratification and its elements.
- Explain the concept of vicarious liability.
- Differentiate between the types of agency authority (express, incidental, customary, and apparent).
- Describe the tort liability of both the agent and principal for the acts of the agent.
- Describe when and how an agent can become liable to a third party in a contract.
- Discuss the impact of the laws of different countries on agency.

Employment

- Explain the relationship of Title VII of the Civil Rights Act of employment.
- Explain the difference between disparate treatment and disparate impact in discrimination cases.
- Determine what questions can and cannot be asked during an employment interview.
- Identify legislation that regulates employee rights (e.g., Americans with Disabilities Act, Age Discrimination in Employment Act, Family and Medical Leave Act, the Uniformed Services Employment and Reemployment Rights Act, and Older Workers Benefit Protection Act).
- Identify legislation that regulates employment conditions (e.g., Fair Labor Standards Act, Immigration Reform and Control Act, Employment Retirement Income Security Act (ERISA), and Occupational Safety and Health Act.)
- Identify legislation that guarantees worker benefits (e.g., Unemployment Insurance, Pension Protection, Workers' Compensation, and Social Security legislation).

Aligned to Washington State Standards

Arts

Communications

Communication 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.

1.1.1 Applies a variety of listening strategies to accommodate the listening situation.

Communication 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.

2.2.1 Uses communication skills that demonstrate respect.

2.2.2 Applies skills and strategies to contribute responsibly in a group setting.

Communication 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations.

3.1.1 Applies skills to plan and organize effective oral communication and presentation.

Health and Fitness
Mathematics
Reading
<p><u>Reading 1.3 Build vocabulary through wide reading.</u></p> <p>1.3.2 Understand and apply the content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.</p> <p><u>Reading 2.1 Demonstrate evidence of reading comprehension.</u></p> <p>2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text.</p> <p><u>Reading 3.1 Read to learn new information.</u></p> <p>3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.</p>
Science
Social Studies
Writing
<p><u>Writing 2.4: Writes for career applications.</u></p> <p>2.4.1 Produces documents used in a career setting.</p> <p><u>Writing 3.1: Develops ideas and organizes writing.</u></p> <p>3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.</p> <p><u>Writing 3.3: Knows and applies writing conventions appropriate for the grade level.</u></p> <p>3.3.1 Uses legible handwriting.</p> <p>3.3.2 Spells accurately in final draft.</p> <p>3.3.3 Applies capitalization rules.</p> <p>3.3.4 Applies punctuation rules.</p>

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☐ Implement Innovations

Creative Thinking and Problem Solving

- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboratio

- ☒ Communicate Clearly
- ☐ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☐ Analyze Media
- ☐ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☐ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☐ Adapt to Change
- ☐ Be Flexible

Initiative and Self-Direction

- ☒ Mange Goals and Time
- ☒ Work Independently
- ☐ Be Self-Directed Learners

Social and Cross-Cultural

- ☐ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☐ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

Performance Assessment(s):**A. Commercial Paper**

Explain the importance and function of commercial paper.

Demonstrate an understanding of the concept of negotiability and distinguish it from assignability

Identify and explain the essential elements of a negotiable instrument.

Describe the different types of negotiable instruments and different types of endorsements.

Explain the contractual relationship between a bank and its customers.

Describe stop-payment orders.

Describe the legal effect of forgeries and material alterations,

Explain the difference between negotiation of order paper and negotiation of bearer paper.

Explain the importance of warranty liability and its relationship to endorsement liability.

Describe the Shelter Provision and its exceptions.

List the requirements for becoming a holder in due course.

Distinguish between an ordinary holder and a holder in due course and explain the rights of a holder in due course.

List and explain the universal defenses available against all holders.

Describe how the rights of a holder in due course have been limited by the Federal Trade Commission.

Distinguish between primary parties and secondary parties.

Describe presentment for payment and presentment for acceptance.

List and explain the importance of giving notice of dishonor and when such notice is excused.

B. Insurance

Define insurance and differentiate between requirements for an insurable interest for property insurance and those needed for life insurance.

Compare and contrast the different types of life insurance (e.g., ordinary, limited payment, endowment, and term)

Compare and contrast the different types of property insurance (e.g., automobile, homeowner's, and marine)

Explain some of the differences in health insurance coverages.

C. Secured Transactions

Describe a secured transaction and explain the requirements for creating a valid security interest.

Define the major types of collateral.

Compare the two methods used to create a security interest.

Define after-acquired property and future advances.

Compare secured credit sales of consumer goods and secured credit sales of inventory.

Explain the rights of the parties upon the debtor's default.

Compare a contract of suretyship with a contract of guaranty.

Explain the types of defenses that are available to a surety

Explain the nature of a letter of credit and the liabilities of the various parties to a letter of credit.

Discuss the impact of the laws of different countries on secured transactions.

Analyze the impact of international law on secured transactions.

D. Bankruptcy

Describe and discuss the various aspects of bankruptcy (Liquidation, Reorganization, and Reorganization of Debts)

Compare the differences between voluntary bankruptcy and involuntary bankruptcy cases.

Explain the procedure for the administration of the debtor's estate.

Identify debts that are not extinguished by bankruptcy.

Discuss the distribution of the estate on liquidation.
Identify and discuss alternatives to bankruptcy.

Leadership Alignment:

Bankruptcy

Instructions: The Legal Information Institute (LII) at Cornell University's Web site contains resource material on bankruptcy. Go to the first URL given above, read the overview, and then answer the following questions: Go to the second URL listed above, which will take you to the Web site of the American Bankruptcy Institute. Place your cursor over "Online Resources" from the menu at the top of the page and click on Bankruptcy Statistics from the drop-down list. Browse through the bankruptcy statistics and charts included on this page, then answer the following questions:

Visit URL:
<http://www.law.cornell.edu/wex/index.php/Bankruptcy>
<http://www.abiworld.org>

Questions and Answers

Answer the following questions in the fields below.

Question 1: What Title of the United States Code governs bankruptcy law? Where are bankruptcy proceedings litigated? What court system are these courts a part of? Who are trustees? Who promulgated Bankruptcy Rules?

Question 2: Describe the two basic types of Bankruptcy proceedings. Can creditors initiate a bankruptcy proceeding? Could creditors make an effort to collect debts outside of the bankruptcy proceedings?

Question 3: Has the number of bankruptcies increased since 1990? If so, by what amount? According to this page, which state had the most personal bankruptcy filings during the most recent year given here? Which state had the least?

Question 4: Look at the data given on the left side of the page. How many bankruptcy filings occurred in the most recent quarter? Are most of these filings business filings or nonbusiness filing

Corporations often obtain director and officer (D&O) liability insurance to protect their directors and officers from personal liability for actions undertaken on behalf of the corporation. To learn more about why such coverage is desirable and about some pitfalls to watch for when obtaining this type of insurance, go to the above URL, which will take you to a page on the Web site of the law firm of Greenberg Traurig, LLP. Read through the article on this page titled "All D&O Insurance Policies Are Not Created Equally" and then answer the following questions

Visit URL:
http://www.gtlaw.com/pub/alerts/2002/millerm_08.asp

Questions and Answers

Answer the following questions in the fields below.

Question 1: The author of this “Alert” states that one of the purposes of the article is to “highlight potential D&O insurance problems that could be faced by directors and officers as a result of [the] Sarbanes-Oxley [Act of 2002].” How has the Sarbanes-Oxley Act increased the potential liability of corporate directors and officers?

Question 2: Why is it difficult to determine what coverage is provided for under D&O liability insurance policies?

Question 3: In what ways are D&O insurance policies similar? In what ways do such policies vary from insurer to insurer and from policy to policy? What effect might these differences have?

Question 4: Why does the author of this article state that “the insurance application often becomes as important a document as the policy itself?” What examples does the author give of potential pitfalls in D&O insurance applications?

Question 5: Read through the section titled “Defense Coverage May Be Inadequate.” What is defense coverage? Why does the author state that it is often the most important part of any D&O policy?

Question 6: The author mentions several broad-reaching exclusions that limit the scope of D&O insurance coverage. What are some exclusions that are of particular importance after the passage of the Sarbanes-Oxley Act?

Question 7: In the “Conclusion” section of this article, what does the author recommend that directors and officers do to help protect themselves against liability?

Standards and Competencies

Bankruptcy

- Describe Chapter 7 Bankruptcy, and state the eligibility requirements to file for this under the 2005 Bankruptcy Code.
- Explain the requirements for creditors to file for Chapter 7 involuntary bankruptcy under the 2005 Bankruptcy Code.
- Summarize in writing the principal features of Chapters 11, 12, and 13 Bankruptcy Code.
- Identify and discuss alternatives to bankruptcy.

Insurance

- Define insurance and differentiate between requirements for an insurable interest for property insurance and those needed for life insurance.
- Compare and contrast the different types of life insurance (e.g., ordinary, limited payment, endowment, and term).
- Compare and contrast the different types of personal liability and property insurance (e.g., automobile, homeowner's, errors and omissions, directors, officers and company liability insurance, and marine).
- Explain some of the differences in health insurance coverage.

Negotiable Instruments

- Explain the importance and function of negotiable instruments.
- Identify and explain the essential elements of a negotiable instrument.
- Describe the different types of negotiable instruments and different types of endorsements.
- Explain the contractual relationship between a bank and its customers.
- Describe stop-payment orders.
- Explain the importance of warranty liability and its relationship to endorsements liability
- Describe how the rights of a holder in due course have been limited by the Federal Trade Commission.
- Distinguish between primary parties and secondary parties.
- Point out the principal features of the Check 21 Act.

Secured Transactions

- Describe a secured transaction and explain the requirements for creating a valid security interest.
- Define the major types of collateral.
- State the UCC definition of consumer goods, inventory, equipment, farm products, purchase money security interest, buyer in the ordinary course of business, and after-acquired property.
- Explain the nature of a letter of credit and the liabilities of the various parties to a letter of credit.

Aligned to Washington State Standards

Arts

Communications

Health and Fitness

Mathematics

Reading

Reading 2.1 Demonstrate evidence of reading comprehension.

2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text.

Reading 3.1 Read to learn new information.

3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.

Science

Social Studies

Writing

Writing 2.2: Writes for different purposes.

2.2.1 Demonstrates understanding of different purposes for writing.

21st Century Skills

<p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input type="checkbox"/> Make Judgements and Decisions <input checked="" type="checkbox"/> Solve Problems <p>Communication and Collaboratio</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input type="checkbox"/> Collaborate with Others 	<p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply Technology Effectively 	<p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapt to Change <input type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mange Goals and Time <input checked="" type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interact Effectively with Other <input checked="" type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Projects <input type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others
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Unit 7 COMPUTER LAW	Hours: 15
Performance Assessment(s):	
<p>A. Basics of Computer Law Define the key terms involved in computer law.</p> <p>B. Ownership Issues Determine whether a particular computer program would be protected by labeling it a trade secret Determine when a computer program can be protected by a patent and explain the steps in applying for the patent. Determine when a computer program can be protected by a copyright and explain the steps in applying for the copyright. Identify the circumstances that constitute the violation of a computer program copyright. Explain the Anti-Cyber Squatting Consumer Protections Act as it deals with trademark remedies.</p> <p>C. Contract Issues Determine when computer-related contracts are service contracts and when they are sale-of-goods contracts. Explain the need for source code escrow agreements. Outline the various claims and defenses that are available in civil suits involving computer contracts</p> <p>D. Criminal Law and Privacy Issues Analyze how technological advances have created business practices that may be in conflict with the laws governing invasion of privacy Explain how common law, constitutional law, statutory law, and administrative regulations can be used to prevent the use of computers to invade privacy. Outline the various types of federal, state, territory, and province statutes designed to combat computer crime. Explain the European Data Protection Directive and the rules of the Federal Trade Commission in relation to privacy and the computer.</p> <p>E. E-Commerce Explain the impact of existing law on e-commerce Discuss problems of jurisdiction in relation to e-commerce. Discuss the nature of authentication problems, digital signatures, and domain name disputes</p> <p>F. International Issues Discuss the impact of the laws of different countries on computer law. Analyze the impact of international law on computer law.</p>	
Leadership Alignment:	
<p>From the list of subjects, click on the link to Cyberspace Law. Look over the contents of this page, and explore some of the links. List and briefly describe the nature of five legal issues relating to cyberlaw.</p> <p>From the "Cyberspace Law" page, go back to the main page of the FindLaw Web site by selecting the "Back" button on your browser twice. Select the "Cases & Codes" heading, and scroll down to the heading "Case Law" and click on the link to the US Supreme Court – Opinions & Web Site. The FindLaw Web site has full-text access to Supreme Court decisions since 1893. List the three kinds of searches that you can perform if you are looking for a Supreme Court case. List at least five other Supreme Court resources that are linked to this page.</p>	
Standards and Competencies	
<p>Computer Law: Basics</p> <ul style="list-style-type: none"> - Define the key terms involved in computer law. 	

- Identify the areas of the law affected by the use of computers.

Computer Law: Contract Law

- Determine when computer-related contracts are service contracts and when they are sale-of-goods contracts.
- Describe the Uniform Computer Information Transactions Act (UCITA), the Uniform Electronic Transactions Act, the Electronic Signatures in Global and National Commerce Act (the E-Sign Act), and the Millennium Digital Commerce Act.
- Analyze the effects of the Worldwide E-Commerce Fraud Prevention Network.

Computer Law: Criminal Law and Tort Law

- Define the following computer-related crimes: cyberstalking, cyberspoofing, cyberextortion, phishing, cyber piracy, identity theft, cyber terrorism, cyber vandalism, and cyber germ warfare.
- Define cyber invasion of privacy.
- Define data mining.
- Report on various statutes that deal with the effects of computers and privacy matters.

Computer Law: Intellectual Property

- Determine whether a particular computer program would be protected by labeling it a trade secret.
- Describe the effects of a licensing agreement.
- Report on the provisions of the Economic Espionage Act.
- Explain the provisions of the Uniform Trade Secrets Act.
- Distinguish between a trademark and a domain name.
- Explain the effects of the Anticybersquatting Consumer Protection Act as it deals with trademark remedies.
- Determine when a computer program can be protected by a patent and explain the steps in applying for the patent.
- Define business system and explain why such systems are patentable.
- Determine when a computer program can be protected by a copyright and explain the steps in applying for the copyright.
- Identify the circumstances that constitute the violation of a computer program copyright.
- Report on the impact of various statutes and treaties regulating copyright protection (e.g. The No Electronic Theft Act, the Digital Millennium Copyright Act, and the World Intellectual Property Organization Phonogram Treaty).

Computer Law: International Law

- Explain the European Data Protection Directive and the rules of the Federal Trade Commission in relation to privacy and the computer.
- Analyze the impact of international law on computer law.

Aligned to Washington State Standards

Arts

Communications

Communication 3.3: Uses effective delivery.

3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations.

Health and Fitness

Mathematics

Reading

Reading 2.1 Demonstrate evidence of reading comprehension.

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Reading 3.1 Read to learn new information.

3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.

Science

Social Studies

Writing

Writing 1.1: Pre-writes to generate ideas and plan writing.

1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing.

Writing 3.3: Knows and applies writing conventions appropriate for the grade level.

3.3.1 Uses legible handwriting.

3.3.2 Spells accurately in final draft.

3.3.3 Applies capitalization rules.

3.3.4 Applies punctuation rules.

3.3.5 Applies usage rules.

3.3.6 Uses complete sentences in writing.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☐ Implement Innovations

Creative Thinking and Problem Solving

- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgements and Decisions
- ☐ Solve Problems

Communication and Collaboratio

- ☐ Communicate Clearly
- ☐ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☐ Analyze Media
- ☐ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☐ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☐ Adapt to Change
- ☐ Be Flexible

Initiative and Self-Direction

- ☒ Mange Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☐ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☐ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

Unit 8 ENVIRONMENTAL LAW AND ENERGY REGULATION	Hours: 10
Performance Assessment(s): A. Environmental Law Define environmental law. Discuss the historical development of environmental law. Describe the various federal statutes (e.g., National Environmental Policy Act, Clean Air Act, Clean Water Act, and Toxic Substance Control Act) that impact the environment. Describe the various state statutes that impact the environment. Describe the various international initiatives that influence environmental regulations. B. Energy Regulation Explain the need for energy regulation and conservation. Discuss the historical development of energy regulation. Describe the various federal agencies (e.g., Department of Energy, Energy Regulatory Commission, and Nuclear Regulatory Commission) that impact energy regulation and conservation.	
Leadership Alignment: New School Environmental Issues Your school district is seriously considering rebuilding your high school. The current building is too small to accommodate the projected increase in students over the next several years. In addition, the building has serious structural problems that would be very costly to repair. The District has considered expanding the current school, or even demolishing the school and rebuilding on the same lot. After looking into the different options, the District's preferred alternative is to build a new school at an entirely different location. The District has found a potential site for the new high school, and has consulted you (the attorney) to determine what issues it should be aware of when deciding whether to purchase the property. Site: The potential site is an eight-acre parcel two miles from the existing school. The site is bordered on two sides by residential neighborhoods, on one side by light commercial development, and on the fourth side by Snowy Stream. The site is currently vacant and largely undeveloped. There is, however, an abandoned "tank farm" on the southeast corner of the property bordering the commercial development, and two condemned houses along the southeast edge of the property. The tank farm consists of several old storage tanks that were once used for fuel and other unknown liquids, but now sit empty and rusting. The tank farm covers about one-half acre of the property, and the houses also take up one-half acre. The rest of the site is undeveloped. Snowy Stream is about 12-feet across and is a salmon-bearing stream. The stream is bordered by trees. Finally, there is a small wetland close to the center of the property. The New School: The "footprint" (or site area) of the new school would cover one acre (?). It would likely cover most of the wetland, and require cutting some of the trees along the stream bank. In addition to the actual school building, the District plans to build a turf playfield, four tennis courts, and two parking lots. (See plans attached.) The new school will be large enough to accommodate 2000 students (25% more than the current enrollment capacity). There will be enough parking for 750 cars (??). There is also on-street parking throughout the residential districts. Compare and Contrast the following: Evaluate the School District's plans and the proposed site. Identify any issues that the School District should explore in greater detail.	
Standards and Competencies	
Energy Regulation <ul style="list-style-type: none"> - Discuss the historical development of energy regulation. - Describe the various federal agencies (e.g., Department of Energy, Energy Regulatory Commission, and Nuclear Regulatory Commission) that impact energy regulation and conservation. - Describe in writing the various state statutes that impact energy regulation and conservation. - Analyze the impact of international law on energy regulation and conservation. Environmental Law <ul style="list-style-type: none"> - Discuss the historical development of environmental law. - Describe the various federal statutes (e.g., National Environmental Policy Act, Clean Air Act, Clean Water Act, and Toxic Substance Control Act) that impact the environment. 	

- Describe the various state statutes that impact the environment.
- Describe the various international initiatives that influence environmental regulations.

Aligned to Washington State Standards

Arts

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Communication 3.3: Uses effective delivery.

3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations.

Health and Fitness

Mathematics

Reading

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2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text.

Reading 3.1 Read to learn new information.

3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.

Science

Social Studies

Writing

Writing 1.1: Pre-writes to generate ideas and plan writing.

1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing.

Writing 2.4: Writes for career applications.

2.4.1 Produces documents used in a career setting.

Writing 3.3: Knows and applies writing conventions appropriate for the grade level.

3.3.1 Uses legible handwriting.

3.3.2 Spells accurately in final draft.

3.3.3 Applies capitalization rules.

3.3.4 Applies punctuation rules.

3.3.5 Applies usage rules.

21st Century Skills

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- ☒ Think Creatively
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- ☐ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☐ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

Unit 9 CAREER AWARENESS	Hours: 10
Performance Assessment(s): Use a variety of research tools (e.g., computer-assisted programs, newspapers, books, professional and trade associations, informational interviews, job shadowing, career fairs, and the Internet) in the career exploration process. Compare personal skills and aptitudes with various career options. Complete Job applications, interviews and cover letters. Complete resume	
Leadership Alignment: Law, Public Safety and Security Cluster Career Research In this lesson, you are going to be asked to do some career research. Please research and compare and contrast three careers. Two careers will come from your WOIS Law, Public Safety and Security Cluster results and one will be a career that you have been thinking about pursuing. Two suggested sites for quality career information are: the WOIS website (www.wois.org career interest area section or the reality check link), the Occupational Outlook Handbook (www.bls.gov/oco). Please research your careers, copy any pertinent information into a Word document, print, and place in your portfolio. Your career research should include the following for each career: A summary of the career. Any related occupations. Required skills and abilities. Required training – please include details on how you get the training, how long it takes, etc. Required education – please include details on the required education: length, cost, institutions, etc. Any relevant high school courses. Expected wages. Employment outlook and potential. Creating an Effective Resume Lesson In this lesson you are going to develop an updated resume that is customized for a potential job. Here's what we would like you to do: 1.Read the “What is a Resume?” section and “Creating a Resume” section (below). 2.Complete the “Get Started on Your Resume” section. 3.Create your resume. Please refer to the sample resume at the end of this lesson if you need some ideas. Remember to get creative! 4.Please print your resume and place it in your portfolio. WHAT IS A RESUME? A resume is a good way to introduce your strengths to another person. You will need one if you are applying for a job or an internship. A resume summarizes all the basic information about who you are and what you can do. Resumes seldom get you a job; your interview does that. However resumes get you shortlisted for an interview, so your resume is a vital tool in any job search. CREATING A RESUME A good resume is easy to read. It uses lots of white space and a font size larger than 10 point. Your strongest features are listed near the top of the resume. A resume usually includes the following: •Contact information. The top of your resume should include your contact information: Name, Address, Phone number, E-mail address. This information is the title of your resume. Print your name in a larger font size or in bold so that it stands out. Remember, you want to make it easy for an employer to contact you! •Goal Statement/Objective. A goal statement defines what type of work you are looking for. It demonstrates that you have a clear purpose in your job search and can be used to	

feature key strengths. Your goal statement should be short, usually just one sentence. Your goal statement might say, “To secure a summer position that will allow me to use my web design skills,” or “To find summer employment where organizational skills, experience working with children, and a strong work ethic are assets.”

•Education. In this section, list in point form your best grades, courses, and any academic recognition or awards (such as Honor Roll). If you have other training, such as first aid or babysitting course certification, list these as well. Employers prefer to hire achievers.

•Experience. In this section, list any paid or volunteer jobs you’ve held. Describe each position briefly using bullet points. You can also list school or community activities or volunteer service, especially if these activities show your skills or your responsibility and dedication. Employers prefer to hire active people.

oUse short points rather than complete sentences.

oUse action words.

oUse numbers and percentages to quantify your accomplishments.

oMention any skills or credentials specific to the job you are seeking.

•References. A reference is someone the employer can contact who knows you and the type of person you are. A reference could be a teacher, a former employer, a supervisor from a volunteer position, or a neighbor who knows you well. Three references are all you’ll need. Be sure to ask your references before you put their name on the resume!

Other Resume Tips

•Avoid using the word “I” (even though this is all about you!).

•Don’t be shy: the resume is a “brag sheet” that shows someone else your best work.

•If an experience is your strongest asset, put the Experience section after the goal statement.

GET STARTED ON YOUR RESUME

Use the space below to make notes for your resume. Then create your resume. You can also google sample resumes and use any of those formats as well. Remember to save your work, print your resume.

Contact Information:

Goal Statement/Objective (Your job search purpose, featuring your strongest assets related to the job posting.)

Education (Your best courses, grades, awards, recognition, and certification.)

Experience (Your various paid and volunteer roles and the things you have been responsible for.)

References (List 2-3 adults who can speak on your behalf on skills related to the job posting.)

Junior Achievement Activities

Current News Events

Case Study

Standards and Competencies

Career Awareness: Career Research

- Use a variety of research tools (e.g., computer-assisted programs, newspapers, books, professional and trade associations, informational interviews, job shadowing, career fairs, and the Internet) in the career exploration process.

- Evaluate several occupational interests, based on various criteria (e.g., educational requirements, starting salaries, and career ladder opportunities).

- Use available resources for projecting career opportunities and trends.

- Analyze a specific career cluster using a variety of research tools (e.g., college career centers/counselors, professional and trade associations, career fairs, information interviews, print media, and the Internet).

- Describe the impact of the global economy on jobs and careers.

- Evaluate international employment opportunities.

Aligned to Washington State Standards

Arts

Communications

Communication 1.1: Uses listening and observation skills and strategies to focus attention and interpret information.

1.1.2 Proficiency in this GLE is expected at grade 8.

Communication 3.3: Uses effective delivery.

3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations.

Health and Fitness

Mathematics

Reading

Reading 1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.2 Apply strategies to comprehend words and ideas.

Reading 1.3 Build vocabulary through wide reading.

1.3.2 Understand and apply the content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.

Reading 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

2.3.4 Synthesize information from a variety of sources.

Reading 3.1 Read to learn new information.

3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.

Reading 3.2 Read to perform a task.

3.2.2 Apply understanding of complex information, including functional documents, to perform a task.

Reading 3.3 Read for career applications.

3.3.1 Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.

Science

Social Studies

Writing

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- 3.3.5 Applies usage rules.
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21st Century Skills

LEARNING AND INNOVATION

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- ☐ Implement Innovations

Creative Thinking and Problem Solving

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- ☐ Use Systems Thinking
- ☐ Make Judgements and Decisions
- ☒ Solve Problems

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- ☐ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☐ Apply Technology Effectively

LIFE AND CAREER SKILLS

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- ☐ Be Flexible

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- ☒ Mange Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☐ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☐ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others