

Instructional Materials Evaluation Criteria – Business Law

Title _____ **ISBN#** _____

Established Track Record? YES **NO**

If yes, please list research source(s):

Meets National Standards? YES **NO**

Standard I: Analyze the relationship between ethics and the law.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Identify ethical character traits (e.g., honesty, integrity, compassion, justice).			
Describe the role of values in constructing an ethical code and a legal system.			
Identify consequences of unethical and illegal conduct.			
Compare various ethical theories and explain the way social forces may sometimes conflict.			

Standard II: Explain the origin of today's law.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Identify sources of today's law: constitutions (state and federal), common law, statutory law, court decisions, and state administrative law.			
Discuss the Constitution, particularly the Bill of Rights and			

additional amendments.			
Determine how courts make law and explain the role of precedent in the legal system.			

Standard III: Explain the role and function of the court system on the local, state and national levels.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Explain the structure and function of the federal and state court systems.			
Identify the types of cases heard in each of the federal and state courts and the differences between original and appellate jurisdiction.			
Compare and contrast the juvenile and adult court systems.			
Analyze court decisions relating to current social and legal issues.			
Identify the various people involved in a court trial: judge, attorneys, plaintiff/prosecutor, defendant, jury, paralegals, etc.			

Standard IV: Discuss the process of litigation.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Explain the advantages and disadvantages of negotiation, arbitration, mediation, and conciliation.			
Compare and contrast the steps in a civil law suit with the steps in a criminal prosecution.			

Differentiate among categories of criminal law; such as felonies, misdemeanors, and infractions.			
Identify different areas of civil law, such as torts, contracts, and property.			
Define different types of business crimes, such as forgery, fraud, embezzlement, and perjury.			
Determine defenses to criminal acts, such as insanity-defense and self-defense.			
Explain the concepts of the reasonable person test and proximate cause.			
Describe the penalties available for criminal law and the remedies available in tort law.			

Standard V: Demonstrate an understanding of contract law.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Demonstrate an understanding of the nature of a contractual relationship and list the elements required to create a contract (e.g., offer, acceptance, genuine agreement, consideration, capacity and legality).			
Identify the classifications of contracts: valid, void, voidable, unenforceable, express, implied, bilateral, unilateral, oral, written, and written under seal.			
Define consideration as it applies to contract law and list examples of valid consideration for both benefit			

and detriment.			
Differentiate among the ways that a contract can be disrupted, such as fraud, non-disclosure, misrepresentation, mistake, duress, and undue influence.			
Define breach of contract and name legal remedies available for resolution.			
Define the conditions which allow contract rights to be assigned / delegated.			
Name the ways a contract may be terminated or discharged.			
Define the Statute of Limitations (Repose).			
Explain a minor's right to avoid a contract or ratify a contract. Identify others who lack contractual capacity.			
List which contracts should be in writing under the Statute of Frauds.			

Standard VI: Compare and contrast sales and consumer laws.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Differentiate among goods, services, and real property contracts.			
Explain when title and risk of loss pass in a sale of goods.			
Explain the two types of warranties for sale of goods: expressed and implied.			
Identify various Administrative Agencies which regulate consumer credit, including the Uniform Commercial Code.			

List and explain consumer protection laws.			
Define common, unfair and deceptive practices such as: bait and switch, usury, identify theft, unlawful door-to-door sales, deceptive service estimates, fraudulent misrepresentations, etc.			
Standard VII: Analyze the role and importance of agency law and employment law as they relate to the conduct of business.			
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Demonstrate an understanding of the nature of an agency relationship and list the ways agency relationships may be created.			
Explain duties agents and principals owe each other as well as liabilities to third parties.			
List and explain the methods by which an agency can be terminated by acts of the parties and by operation of law.			
Demonstrate an understanding of the nature of the employer-employee relationship, including independent contractors.			
Explain the difference between justified and unjustified discrimination.			
Demonstrate an understanding of employee rights (e.g., employment interview, testing, laws affecting minors and collective bargaining).			

Identify legislation that regulates, employment rights, conditions and worker benefits (e.g., Americans with Disabilities Act, Occupational Safety and Health Act, Fair Labor Standards Acts, Equal Employment Opportunity Commission and unemployment insurance.			
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Standard VIII: Describe the major types of business organizations.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Identify and discuss the characteristics of business organizations; sole proprietorship, partnership, limited partnership, corporation (profit and non-profit), franchise and limited liability company.			
Discuss privately and publicly held corporations and the role they play in the stock market.			
Describe the various aspects of bankruptcy (e.g., Chapter 7 – Liquidation, Chapter 11 – Reorganization, and Chapter 13 – Reorganization of Debts).			

Standard IX: Explain the legal rules that apply to personal and real property. (OPTIONAL** This section is not included in the State Competency Test.)**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Define real property, personal			

property, and fixtures and explain why property distinctions are important.			
List different methods of acquiring property and transferring title (e.g., renting, leasing, or purchasing, contract for sale, deed, title search, abstract of title, mortgage, etc.), including the effects of liens.			
Explain how a bailment is created and describe the standard of care different bailees are required to exercise over bailed property.			
Define intellectual property (e.g., patents, copyrights, and trademarks).			
Identify a common carrier's liability for loss or damage to goods.			

Standard X: Analyze the functions of negotiable instruments, insurance, and secured transactions. (OPTIONAL** This section is not included in the State Competency Test.)**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Identify and explain the essential elements of negotiable instruments and different types of endorsements.			
List the requirements for becoming a holder in due course.			
Define the term insurance and list the different types of insurance available (e.g., personal, automobile, etc.)			
Describe a secured transaction and list the major types of collateral.			

Standard XI: Explain how advances in computer technology impact such areas as property law, contract law, and criminal law. (OPTIONAL** This section is not included in the State Competency Test.)**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Demonstrate an understanding of computer law as it relates to computer hacking, software piracy, source code, software license, copyright law, Internet and email.			

Standard XII: Determine the appropriateness of wills and trusts in estate planning. (OPTIONAL** This section is not included in the State Competency Test.)**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Identify the requirements of a formal will and indicate the ways a will can be revoked or altered.			
Explain what happens to a decedent's estate when a person dies without a will.			
Identify the responsibilities of an executor or administrator in the settlement of an estate.			
Differentiate among the various types of trusts, such as charitable, private, spendthrift, revocable and irrevocable trusts.			

Standard XIII: Explain the legal rules that apply to marriage, divorce and child custody. **OPTIONAL This section is not included in the State Competency Test.)**

		Comments on Coverage	Percentage
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Objectives	Covered Yes/No		of Coverage
Define marriage and explain the rights and obligations that are involved in marriage.			
Understand concepts relating to marriage such as age requirements, prenuptial agreements, common law, and types of marriages prohibited by law.			
Contrast annulment, divorce, and dissolution proceedings and explain some of the typical grounds for divorce.			
Describe the law as it relates to the distribution of property in divorce as well as child custody and child support.			

Curriculum Coverage					N/A
Content	Accurate information reflecting current knowledge. No content bias.	Some inaccuracies found, however, information reflects current knowledge. No content bias.	Many inaccuracies were found on concepts. Content bias created problems with concepts.	Major inaccuracies found in content or concepts.	
Age Appropriate	A wide range of activities to accommodate various developmental levels at a reasonable pace and depth of coverage. Includes age appropriate cross-curricular references (e.g., literature, software, etc.) Content organized so prerequisite skills and knowledge are developed before more complex skills.	Some activities are adaptable to the appropriate age level. Some cross-curricular activities are given. Some attention given to prerequisite skills and knowledge.	Limited developmentally appropriate activities. Prerequisite skills and prior knowledge are not sufficiently developed before more complex concepts are introduced.	Age appropriate issues are not addressed. Several activities are not based on appropriate levels.	
Physical Qualities					N/A
Durability	Materials are securely bound and reinforced.	Materials are hardbound adequately.	Materials have secure binding.	Materials have inferior binding.	
Print Size and legibility for intended grade level	Appropriate use of font size and format for intended grade level.	Font size adequate for intended grade level.	Font size and format too small or too large for age group.	Font size inconsistent.	
	Key words or phrases bold faced and/or italicized.	Some key words or phrases boldfaced and/or italicized.	Highlighting was used too much, emphasized too much information.	No key words or phrases boldfaced or italicized.	
Pictures, tables, and graphics	Appropriate and varied pictures, tables, and graphs. Graphs and tables are correctly labeled (e.g., titles, keys, labels).	Limited pictures, tables, and graphs. Some tables and graphs are not labeled correctly.	Very limited pictures, tables, and graphs.	Inappropriate pictures, tables, and graphs.	
Includes table of content, glossaries, and index	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students. Clearly represents concepts within the text.	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students, are adequate but not clearly defined concepts within the text.	Simple tables of contents, indices, glossaries, content summaries, and assessment guides are included.	Is missing one or more of the following: simple table of contents, glossaries, content summaries, assessment guides, or indices.	

Technology					N/A
Ease of Use	Menus are easy to read and follow.	Menus are generally easy to read and follow.	Menus are easy to read. Might have to read manual to understand operation of technology. (e.g., laser remote, software.)	Menus are not very descriptive. Hard to follow.	
	User-friendly installation requires a minimal level of computer expertise.	Installation requires little computer expertise.	Installation requires some knowledge or expertise.	Installation requires expertise.	
	Manual and directions are understandable.	Manuals and directions are simple.	Manuals are included.	No manuals or written instructional materials are provided.	
Audio/Visual attributes	High quality audio and visuals are correct and contribute to overall effectiveness of program.	Audio and visuals are of good quality. Complements program effectiveness.	Audio and visuals are acceptable. Aligned with program content.	Audio and visual defects are apparent. Distracts from program content.	
	Information is current and up-to-date.	Information is current.	Information is mostly current.	Information is out-of-date.	
Enhances learning experience	Enhances learning experience. Adds depth and diversity.	Offers some additional depth and diversity to learning experience.	Mild impact to overall learning experience.	Does not impact learning experience.	
Universal Access					N/A
Content accurately reflects diverse population	Provides ways to adapt curriculum for all students (e.g., special needs, learning difficulties, English language learners, advanced learners.)	Provides some ways to adapt curriculum to meet assessed special needs.	Provides limited strategies to assist special needs students.	Inappropriate strategies to assist special needs students.	
	Accurate portrayal of cultural, racial, and religious diversity in society.	Mostly accurate portrayal of cultural, racial, and religious diversity in society.	Does not address diversity in society.	Inaccurate portrayal of diverse populations and society.	
Assessment	3	2	1	0	N/A
Provides a variety of assessment options	Multiple measurements of individual student progress at regular intervals ensuring success of all students.	Assessment requires students to apply some concepts.	Assessment requires students to apply few concepts.	Provides only paper and pencil assessment.	