



Morrow High School
2299 Old Rex Morrow Road
Morrow, GA 30260
770-473-3241
<https://003.clayton.k12.ga.us/>

COURSE TITLE: Legal Environment of Business	TUTORIAL DAY AND TIME: Wed. 3:15 - 3:45 pm
COURSE NUMBER: 06.41500	TELEPHONE: 770-473-3241
SEMESTER/YEAR: 2021-2022	E-MAIL: tina.walcott@clayton.k12.ga.us
INSTRUCTOR: Mrs. T. Walcott	TEACHER'S WEBSITE: https://tinyurl.com/toristeib
CLASS LOCATION: Vocational / CTAE Building <i>Room 48</i>	

COURSE DESCRIPTION

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.

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.

LEARNING OUTCOMES

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.

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Useful Websites:

[Applied Educational Systems](#)

[Everfi](#)

[Egenuity](#)

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING

Activities and Assessments:

All major activities (projects, research papers, portfolios, etc.) will be announced and scheduled in Canvas.

Synchronous Learning:

Synchronous learning is remote learning where everyone is learning as a group. Students will be engaged in discussions to check for understanding.

Asynchronous Learning:

Asynchronous learning is remote learning where independent or group learning occurs. Students will view pre-recorded video lessons and complete independent or group assignments.

SENIOR EXIT PORTFOLIO:

The CCPS Senior Exit Portfolio is a requirement for all 12th grade students taking the 12th grade British Literature and Composition course. Throughout the senior year, students will collect assignments, performance tasks, writings, assessments, and college/career preparation documents to complete their CCPS senior exit Portfolio. The CCPS Senior Portfolio integrates tasks that require knowledge gained from English, Social Studies, Science, Math, and Career Technical Agricultural Education (CTAE) courses. Teachers are required to facilitate adherence to the periodic due dates to ensure that students meet the final requirement of a portfolio that represents their best work and learning experiences. Teachers will use a digital resource to assist students in the management and maintenance of the portfolio throughout the year. The CCPS Senior Exit Portfolio consists of the following: biography, personal goals, college/career package, education philosophy, and independent study. At the end of the school year, students are required to deliver a formal presentation of the portfolio using presentation type software.

Evaluation Procedures:

High School and High School Credit Bearing Courses Grade Weights			
Courses with an End-of-Course (EOC) Exam		Courses without an End-of-Course (EOC) Exam	
Classwork	25%	Classwork	25%
Tests/Quizzes	30%	Tests/Quizzes	30%
Projects	10%	Projects	10%
Homework	15%	Homework	15%
End-of-Course	20%	Final Exam	20%

Grading Policy:

Letter Grade	Performance Level	Description of Performance Level
A	90-100	Exceeding content expectations
B	80-89	Meeting content expectations
C	71-79	Working towards meeting content expectations
D	70	Inadequate progress towards meeting content expectations
F	69 and below	Did not meet content expectations
NC	Enrolled 10 days or less	Enrolled 10 days or less
I	Incomplete	Course requirements not completed

Class Policies

Clayton County Public Schools is committed to ensuring that schools are safe, secure and orderly environments in which teaching and learning are a priority. With the efforts of the entire school community including but not limited to students, teachers, administrators, parents, guardians, counselors, social workers, psychologists, safety and security personnel, custodial and bus staff, and food service staff must work together and model mutual respect.

The Multi-Tiered Systems of Support for Behavior is a framework comprised of intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for all students

(<http://www.gadoe.org/curriculum-instruction-and-Assessment/curriculum-and-instruction/Pages/Response-to-interv>)

ention.aspx). The code of conduct promotes positive student behavior and an atmosphere of respect and dignity by assisting students as they strive to become productive, responsible citizens in a global society.

All members of the school community-students, teachers, administrators, parents, guardians, counselor, social workers, psychologists, safety and security personnel, custodial and bus staff, and food service staff must know and understand the code of conduct which all students are expected to adhere to and the consequences when they are not in adherence.

The Clayton County Public Schools Code of Conduct provides a description of conduct that meets the expectation of behavior for students. It includes a range of guidance interventions and a range of permissible disciplinary and intervention measures which schools utilize to address misbehavior.

The Student Code of Conduct applies to all students in Clayton County Public Schools.

Parents/Guardians Expectations

To maintain a positive, productive learning environment and assure confidentiality for students and teachers during distance learning, all parents/guardians are asked to adhere to the following privacy guidelines:

- Google Meet virtual sessions are designed for students. To prevent disruptions to the learning environment, parents/guardians should not actively participate in sessions, although parents/guardians may assist their child with technology and/or remain nearby.
- Do not video record, audio record, photograph, live stream, or transmit in any other way any part of a Google Meet session, including not posting on any social media platform.
- Any confidential or personally identifiable information related to students participating during Google Meet sessions should not be collected, discussed or shared.
- Parents/guardians should not engage with students during Google Meet sessions. If you need to speak with your child during a session, first mute your child's microphone.
- If a parent/guardian has a question, please email the teacher, <mailto:tina.walcott@clayton.k12.ga.us>.

Classroom Expectations

- Be present and on time to class
- Be respectful to yourself, others, and school property
- Be courteous and use appropriate language at all times.
- Be focused; always moving with a purpose
- Wear your mask at all times
- Dress appropriately and adhere to school dress code
- Cell phones and other electronic devices muted and out of sight
- Actively listen and participate
- Remain seated for the duration of the class period

Unacceptable Behavior

- Vulgar, offensive or sexually explicit language
- Negative/inappropriate chat comments
- Background noise
- Eating and Drinking
- Cyberbullying

Digital Citizenship

Digital Citizenship is the norms of appropriate, responsible technology use. CCPS expects students to conduct themselves appropriately and develop safe practices when using digital resources, both at school and at home.

Homework policy:

Homework is assigned to reinforce student learning and understanding. Students have three days from the assigned due date to complete and submit homework.

MAKE-UP WORK POLICY:

All students are provided an opportunity to make up missed assignments, regardless of the reason for the absences. It is the student and parent's responsibility to make arrangements and/or complete all work within three school days

of the student's return to school. Students will present the make-up work to the teacher for grading. Grading for the make-up work should be shared with the student within a reasonable period, i.e. 3-5 days. It is the parent and student's responsibility, as appropriate, to initiate the make-up work for missed assignments, tests, and class work. Students must assume responsibility for obtaining the required information and making whatever arrangements are necessary with the teacher. Parents should assist their child with requests for make-up work and other missed assignments and tests.

Students may arrange times with the teacher for making up work for the mutual convenience of student and teacher. Make-up of tests/quizzes should be done before or after school except otherwise arranged by the teacher. Teachers may assign different work or a different test than that which was originally assigned to other students. It is critical that parents remain involved in this process to ensure academic success for the student. Long-term assignments with preset dates are due on the assigned dates, regardless of a student's previous absence.

Parent-Teacher Conferences:

Parents can contact the student's grade level counselor to schedule a parent-teacher conference.

Ms. E. Jenkins, M.Ed. (Students A-D)

- Lead Counselor -

essila.jenkins@clayton.k12.ga.us

Ms. K. Corell, Ed.S. (Students E-K)

karyn.corell@clayton.k12.ga.us

Mrs. A. White, M.Ed. (L-Q)

arianne.white@clayton.k12.ga.us

Dr. Tiffany Pope, Ph.D. (Students R-Z)

tiffany.pope@clayton.k12.ga.us

Mr. R. Williams, Ed.S. (Graduation Counselor)

raymond.williams@clayton.k12.ga.us

Infinite Campus Access:

Parents can access their student's grades and attendance online via Infinite Campus Parent Portal. Please see the parent liaison, Mr. Clifton at extension 503137 to obtain their username and password.

Grade Reporting:

Progress reports are issued every four and one-half weeks within each nine week grading period. Report cards are issued every eighteen weeks at the high school level. Report card grades will include both letter and numeric grades for all students.

ACADEMIC INTEGRITY

Students are expected to submit work for evaluation that has been completed solely by that student, unless group assignments have been so designated. Academic integrity is expected at all times. If a student is found cheating on a graded assignment, the student will not receive credit for that assignment and will face possible disciplinary action. Cheating and plagiarism are considered very serious academic offenses. Any student who plagiarizes or cheats on an assignment and/or test should be referred to the administrator.

*Any changes to this document must have approval from an Administrator.