



BUSINESS LAW

Teacher Information Sheet

1. **ORGANIZATION:** This course is now organized so that one assignment covers one chapter.
2. **PEOPLE'S COURT VIDEOS:** These videos have been spread out over the year as much as possible using the recommended chapter-case match-up from the publisher. A guide sheet for each case is found in the Teacher's Guide; you can reproduce these and attach them to the appropriate LAP. You may want to make adjustments to meet your student's needs. When a chapter includes a People's Court video, 1 hour was added to the LAP.
3. **TRIAL STORIES VIDEOS:** For the most part, these videos are assigned to the units as recommended by the publisher. You will find Performance Objectives in the "Trial Stories Activity Guide" for each Trial Story. Sometimes, the Performance Objectives do not seem to correlate with the chapter objectives with which the publisher has linked the Trial Story. Therefore, some Trial Stories have been moved to another unit because the new location seems more appropriate. You may want to move the Trial Stories around depending upon your students' needs and experiences. These trial stories and worksheets add considerable time to the curriculum. You may not want to have each student complete all three video worksheets (Prosecution, Defense, Jury) for each Trial Story. You can alternate sheets, ie. for the first video, do the Prosecution Worksheet; for the next video, the Defense Worksheet; and for the third video assigned, the Jury Worksheet. Another option would be to have students divide the three worksheets among themselves, with each student completing only one worksheet and then the entire group discussing the answers. You can attach the appropriate worksheet(s) to the individual LAPs. When a chapter includes a Trial Story video, 2 hours were added to the LAP.

NOTE: No videos were included with LAPs 9, 13, 18, 20, 25, 30, 32, and 36. LAPs 4, 10, 19, 23, and 35 have two videos. You may want to do some adjusting here after previewing the videos. We were not able to do that this summer.
4. **CRITICAL THINKING AND CASE STUDIES:** We often allowed students to choose three of five "CRITICAL THINKING" cases from those at the end of chapters. This gives them some flexibility, and allows them to expound on their own strong points. There were usually two case studies, and those were assigned. Where there was a "Unit Case", however, students were only required to complete one of the cases instead of two. We asked that case studies and critical thinking answers be keyed instead of handwritten. If this is not possible in your school, please inform the students.
5. **SUGGESTED TIME AND GRADING:** For those on a "point system", you can look at the hours suggested for each assignment, and decide your point value. Frankly, some of the one-chapter assignments that the company has time values of 7.5 hours for (Chapters 8-13) seem like too much. We allotted 3 hours for students to complete the textbook assignments, 1 hour for each People's Court case, and 2 hours for each Trial Story. If

you have extra hours in your semester, you may want to add more time to the chapters that have Trial Stories and/or to those chapters which the publisher recommends more time.

6. **MOCK TRIALS:** Two mock trials are included in the wealth of supplemental material purchased from the publisher. None of us has had the time to use these videos. If you use them with your students, please let us know how it went and any suggestions that we could include in developing/expanding a LAP for these materials.