

Law and Order
It's My Business and You're My Company
David J. Walchesky
Carrick High School

Overview

Rationale

Objective

Strategies

Classroom Activities

Annotated Bibliography/Resources

Appendices-Standards

Overview

It is an all too common complaint among teachers that one of the key obstacles in education is keeping the students interested and excited about what they are learning. Students' first experience to most of the topics and subjects are first developed through the teachers methods of instruction and presentation. This content can be a tremendous opportunity to increase teacher preparation skills for our particular subject area in a way that will promote the basic understanding of law and its application to the school, classroom and work environment in a manner that we may have not explored. Many of us have developed projects and classroom assignments to promote school and class pride, but this is a unique opportunity to extend the concept of law and its purpose into a classroom that traditionally does not have this content as part of its daily structure. I hope this connection and concept will develop a lifetime of awareness of the structure of applied law and governing rules and entice my students into an exciting classroom activity.

My subject area is Visual Communications. Visual Communications can be very easily adapted to the study of new topics and themes. An example of this would be to develop a curriculum unit that would develop the idea of law into a non-traditional class setting that normally would not use this topic as an educational opportunity. Cultivating the students creative thinking often requires a fresh new idea that will encourage divergent thought, (technology education) and the work force after high school. I would hope to see a great deal of interest because each student will be touched by the laws that will apply to them in the work force which they are about to enter. Although non-scientific, I will be open to the students' conducting interviews of the local residents to receive a nontraditional source of information. With the gathered information I will have the students pick a printing or copying procedure they learned in the class and form a production

company with interview and hiring procedures, employee rights and obligations all the way down to dismissing an employee. My plans are to institute this lesson with my advanced students (11th and 12th grade) with the possibility of leaving it open to my first year visual communications students because of their classroom printing experience.

The educational program of a community must be based on sound educational philosophy which is concerned with the physical, emotional, and intellectual development of youth as individuals for complete worthy and satisfying membership in society.

Visual communications, as a part of a total program of education, concerns itself with research and practical experiences with the tools, materials, processes, and products of a technological society. Technology education also interprets the socio-economic problems and culture of our industrial world.

The opportunities that Law and Order will present will be to develop and prepare an exciting lesson for the students. However, it will also give my colleagues along with other staff members an idea of how to better their classrooms and give their students a more positive attitude. Moreover, this provides an opportunity for the students to learn something new, and by doing this, they will learn about things that they can relate to, and grow to appreciate.

This concept of technology education and in particular of visual communication is consistent with the accepted philosophy and principles of modern education of which it is a part. Visual communication has distinct goals which guide the learner, and it stands upon the demonstrated values which it is especially adapted to attain. The greatest contribution by visual communication is attained through coordination, integration, and inter-relation to other subject areas in the development of the total educational process.

This educational concept recognizes that students change physically, mentally, and emotionally from children to adults in varying ways. Actual instruction must support the intent of the objectives by providing learning experiences suited to the needs of individual students. This is why I feel that a developed lesson on Law and Order can be beneficial to students by allowing them to take a real life situation (job and work environment) and apply it to a new learning activity.

Applying this lesson in a visual communication class has many factors in common with other subject fields, such as content, principles, academic skills, knowledge, and attitudes. Students can apply their knowledge of materials, design, and printing processes to the study of the fine arts. The adapting and combining of design elements in projects will be encouraged. The ability to recognize and appreciate good design and construction will also be developed. This lesson will provide opportunities for creative activity. Also social studies can implement practicing democracy in establishing procedures for shop management. Effective human relations are developed by students participating in shop management, by working together and by sharing tools and facilities. Emphasis will be placed on conservation when studying human and physical resources. Industrial material and production methods will also be studied. Knowledge of history, geography, and economics will also be gained through the study of industry. I would hope that technology education (visual communications) not be considered an isolated subject at the high school level but rather one that contributes to the enrichment of the many areas of experience necessary for the growth and development of the student. It helps in the clarification of concepts encountered in many branches of learning. The activities associated with visual communications center around technology and its relation to child, home, and community. The classroom is the setting where these activities occur and become an integral part of the total program of instruction.

Adapting this unit in my visual communications course appears to be quite a natural progression in the educational process. Visual communications is the process of understanding and being understood through the sense of sight. It is one of the most vital forces affecting the individual's daily activities in the world and in the transmission of knowledge. Visual communications dominates our world. By and large, the world's population, even the education portion, is illiterate in the use and implication of graphic materials. People have not been taught to see to the same degree as they were taught to speak, read, write, and calculate. Therefore, it is of vital importance to improve perception to obtain a better grasp of the visual world and to interpret and communicate more effectively through the visual medium.

My visual communications program of instruction deals primarily with the field of graphic arts and technical drawing. We live in a society which is dominated by visual effects, so our educational programs should place more emphasis on the need to interpret visual experiences. Students receive an increased experience in visual expression, which provides a natural lead-in to this particular unit using the

Law and Order seminar to promote the operation of a small business or company within the visual communications concept.

Visual communications in the senior high school should be consistent in every way with our quest for excellence in the total program of the high school curriculum. The primary purpose of the school is to provide learning experiences that will produce the maximum development of each student so they may become all that they are capable of being. Activities within the visual communication area can be expanded and complemented by the addition of general research which provides for the programs of testing and experimenting in nature. Students can engage in a research project of a cooperative learning nature utilizing this approach. Developing this curriculum unit using visual communications and the Law and Order Seminar provides a place for all students with varying abilities within the structure of education to be successful and identify with a real life career situation that they will experience throughout their lives.

Rationale

The joint mission and purpose of those involved in the vocation of teaching is not only to help students learn particular content, related outcomes and objectives but also to help students feel good about who they are as unique individuals in society. Educators must be committed in enhancing the growth and development of the “whole” child which includes how the child perceives him or herself and their relationship to the community and others.

The school and the community would receive invaluable benefits from developing a close working partnership. I believe that creating this curriculum unit is a fantastic opportunity for the school to reach into the Pittsburgh community and enlighten the students to the wonderful offerings that are available for them to experience. The community would be more willing to publicly support the school, while the school would be ultimately providing more benefits for the children. Making the school and its children a vital part of the community would increase safety and develop a sense of pride and ownership. Also, a close partnership between the school and its community would develop into a positive and beneficial public relations system and program.

I would hope that all schools and communities consider themselves in a partnership with one another at least to some small degree to enhance the learning of its children. I believe that a powerful partnership between the school and its community will result in a better and more productive educational environment. It

is certainly a plus with many benefits to have the community support its school rather than oppose and challenge its intents and motives.

The search for finding the best method of teaching children to learn most effectively has been going on for years. Today's educators, more than ever before, are faced with this challenge. We are attempting to educate more children with varying levels of intelligence and diversified cultural backgrounds. Therefore, teaching methods should be very different from approaches used in yesterday's classrooms. Because of the individual differences among students, I believe that teachers should use a broad range of teaching strategies with their students. This is why I feel this curriculum unit provides a unique opportunity for each student to explore an area of the workforce that they can identify with and in a sense take ownership of that particular career. New learning activities when applied to the classroom help teachers to develop ways to help learners not only become more comfortable with their education, but to create activities that will help learners become more flexible in their approaches to learning. No matter what teaching style is integrated into a classroom teaching application, I believe that it is evident that the most effective lesson or unit will incorporate as many learning styles as possible to increase the possibility of increasing the student's level of success.

In the paragraphs above I briefly described why I feel it is often necessary for teachers to add a new lesson or a new approach to an old lesson by introducing a fresh idea or concept into the students' learning activities. This adds a unique blend of excitement to me, as the teacher, and hopefully to the students. I believe the students will sense this new level of interest and excitement in my lesson delivery. As a teacher of twenty four years in the Pittsburgh public schools I truly and unequivocally believe that the best way to manage an unruly, uncooperative or unmotivated class is to knock them out (so to speak) with a highly energized, interesting, meaningful lesson. Teaching in the city of Pittsburgh provides us with an opportunity to work with students of all walks of life, and my best lessons can reach all of them when I make the most out of my teaching opportunities.

With twenty-four years of teaching experience, I also have twenty years of coaching experience in some capacity. I believe that coaches and teachers can motivate and raise an athlete or student to levels of higher achievement by demanding excellence and asking each individual to be the best that they can be. As I developed this curriculum unit I wanted to introduce it in a way that would make an impact on the students immediately from the start. This is way I chose the title to my unit as "It's My Business and You're My Company". I want the student to develop a mock company and develop it as a business. I expect them to

understand the basic legal ramifications involved in operating a small business. Most companies start small and if lucky and good will flourish into a thriving corporation. I want the students to believe that the American dream is still attainable, and there is room for everyone to become an entrepreneur.

Although the introduction of the lesson is important, I feel that need for a good solid example is paramount in grasping the students' attention. I will use my family's passion and profitable pastime as an example of a small business. Started by my grandfather and passed down through two generations is a woodworking skill that has much of my free time occupied. Although my grandfather and two uncles used woodworking as their primary source of income, my Dad and I use it to supplement our income. We either travel on weekends going to craft shows or work in the shop filling orders for customers. I would like the students to see the display booth that we use. It is portable and can be brought into the classroom. I hope this introduction will inspire the students to take an interest in becoming an entrepreneur and feel the need to study the legal aspects of starting a small business or company. Although I can be used as a resource for the start-up of a privately owned business, I want the students to research the many ways that the law and legal procedures need to be followed in order to operate a small company.

Objectives

The search for finding the best method of teaching children to learn most effectively has been going on for years. Today's educators, more than ever before, are faced with varying levels of intelligence and diversified cultural backgrounds. Therefore, teaching methods should be very different from approaches used in yesterday's classrooms. According to Rita and Kenneth Dunn (1978), to bring children into a confining environment and group them in a way that makes educational sense is impossible unless we examine each individual to identify exactly how he or she is likely to learn most effectively.

The joint mission and purpose of those involved in the vocation of teaching is not only to help students learn particular content, related outcomes and objectives but also to help students feel good about who they are as unique individuals in society. Educators must be committed in enhancing the growth and development of the "whole" child which includes how the student perceives himself or herself and his/her relationship to others.

A student's perception of self will also determine how he evaluates experiences as well as determining personal goals and expectations. If a student believes he/she is able to be successful at a particular task, and has been encouraged by others in

the past to be successful and diligent, it is more likely that he/she/ will attain the goal at hand.

Although it is essential that a teacher choose personalized approaches for students, there is no single formula for motivation. Specific efforts to support the development of a positive self-image can enhance student attitude, interest, effort, and desire to learn.

Every teacher can learn skills that enhance the desire to learn. It is a day-to-day and moment-to-moment commitment. It requires a variety of skills and strategies. However, one must be cautious not to use too much variety and lack of structure. This may distract the learner. Encouraging student interests and involvement through a supportive approach, sincere concern, and attention can make a big difference.

Many factors influence the student's success, including home influences, confidence, basic skill level, past experiences, future aspirations, available help, needs, feelings, and the ability to influence their own destiny. It's important to develop the strengths of each student and assist them to master the course objectives. Positive self- image is a supporting factor in student achievement and interest in learning.

A student's self-esteem affects effort, which in turn affects success. Self-esteem is a by product of accomplishment. Success breeds success and so does effort and hard work. The students must be held to high standards academically and behaviorally, and then given encouragement and assistance to meet the standards. This will assure a high positive self-esteem.

My overall goal for the students is to provide them with an opportunity to broaden their knowledge and perspective about starting a small business or company. In this curriculum unit they will develop an appreciation and background for what it takes to legally start a career and to stay within the guidelines of properly conducting business with emphasis to the law. So many times simple business practices go without being noticed until a study of its origin and development are further observed. Hopefully this will spark the interest of the students in a way for them to take ownership of a particular career that just might lead to their long term occupation.

Throughout the course of this particular unit and assignment, the students will be exposed to the following content standard and objectives. In technology education problem solving is one of the first points of interest. Students are given a problem and asked to solve it after considering the resources (people, information,

materials, energy, tools, time and machines). Before they can go into the process stage, they have to do research and development. This is the most important stage of solving any problem. If the proper amount of thought is not given to possible alternatives and if the plans are not well thought out, then the students will not solve their problems to the best of their abilities

The students will use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies. Also, the students will analyze and make critical judgments about all forms of communication, separate fact from opinion, recognizing propaganda and statements of bias, recognizing inconsistencies and judging the validity of evidence.

The students will communicate appropriately in business, in work and other applied stations. Also, the students will demonstrate their skills of communicating, negotiating and cooperating with others while working effectively within a group. Two are better than one, because they have a good reward for their work. If one falls down, his friend can help him up. But pity the man who falls and has no one to help him up... a cord of many strands is not quickly broken. (Ecclesiastes 4:9-12) Cooperative learning has a rich history of actual classroom use. I find it very interesting and quite appropriate in the above passage that was written approximately in the tenth century B.C. by King Solomon in the Old Testament of the Bible. The scriptural passage easily applies to modern educational practices which have guided cooperative learning in today's schools. The efforts result in the students striving for mutual benefit so that all group members benefit from each other's effort.

In conclusion, my main objective for the students will be to develop a greater appreciation and understanding of the small entrepreneur or small business owner. Also, I would like the students to develop an awareness of how one must pay attention to the legal aspects of business no matter the size of the operation. However, during the fulfillment of this requirement, the students will be completing a classroom requirement needed for the satisfactory completion of a copying, printing or duplicating assignment for visual communications.

Strategies

The strategy of this unit is to first gain some background knowledge (legal aspects) of what it takes to start a business or company. Seeking advice and

information from experienced entrepreneurs and legal advisors is a sure way to start your business with a solid foundation. In the past, I have had students who tried to work for themselves in the evenings and during the summer months as landscapers, tree and debris removers, along with small handyman operators. Also a few more successful student had their own screen printing operation run out of their garages and apartments. Almost every one of these young entrepreneurs said that they were very surprised at the amount of behind the scenes business that takes place on a daily basis that they were not aware of when they started the operation.

Walt Disney said, “all dreams can come true, if we have the courage to pursue them.” We all want to work at something we enjoy doing and we want to make money doing it. Students can build their future with a business structured to suit their lifestyle and achieve their goals.

There is really no business in existence that is so foolproof that it’s sure to make a profit. On the other hand, a skilled, dedicated person who enjoys what he or she does can often succeed in a new venture when others have failed. This means you will have to know more than just your particular skill or craft. The students need to know how to turn their skill into a money-making venture. The strategy of this unit is to provide the students with the background, information, and resources that they will need to lay a solid foundation for turning their dream of making money into a reality. When organizing a new business, one of the most important decisions made is choosing its legal structure. Some of the factors influencing this would include its legal restrictions, liabilities, earnings, and tax advantages or disadvantages.

In my visual communications class, I will have introduced a variety of teaching methods and strategies in order to accommodate students with a variety of learning styles. I plan on using this curriculum unit in my advanced visual communication classes. These particular classes consist primarily of juniors and seniors. The reason I am choosing my advanced classes is to provide them with an assignment that gives a solid purpose for printing and copying the assignment which is a full size layout and advertisement of their proposed company displaying its logo and product.

Most of the printing and duplicating procedures that the students need will have been taught throughout the course prior to this lesson. I will use this lesson as a culminating activity for many of the small printing assignments that were completed as a basic introduction to the many printing procedures.

This lesson will begin with my introduction of using a small family business as an example. I will bring in and set up the craft booth that my family has used in trade and craft shows. I hope that my passion and experience in this family business will inspire the students to discover a business or company of their liking.

The students will first demonstrate and use basic computer and literacy skills including word processing, software application and the ability to access the global information infrastructure using current technology. They will also be able to use the library to effectively research primary and secondary sources of information. The students will also use the classroom Internet connections to further develop and gather the needed information to properly complete the assignment.

With the gathered information and research the students are then going to create the layout for their particular advertisement. Well designed printed material should attract the reader's attention, be easy to read and understand, and have a lasting effect on the reader. Printed matter is worthless if no one is attracted to it or reads it. It is wasted if no one remembers its message.

In order that the finished printed job may be exactly what is desired and acceptable, a full-sized plan or layout of the contemplated work must be drawn before the actual production work is to be done. Before attempting a full-size layout, a number of small "thumbnail" sketches are made exploring various arrangements until one is finally chosen. Working from the selected thumb-nail sketch, a full-size "rough" layout will be made to show how the finished job may look in full size. The full-size rough draft also gives some idea of the proper sizes of type to use, and the required size of the illustrations. This is also where the students must properly use the "elements of design" such as proportion, balance and form.

When the rough layout seems promising, a "comprehensive" layout will be made. This layout will resemble, as closely as possible, the desired finished job. I will have the students mark off the exact finished (trimmed) size sheet of paper stock to be used. The layout is to be made on this sheet, indicating the display lines of type, the body type, and any hand art or illustrations. The exact space to be occupied by an illustration will be indicated on the layout by a rectangle on the layout of the desired size, or by a profile outline. To improve the layout, the illustration can be sketched in the allotted space, or a proof of it may be pasted in the space. A more convincing layout is achieved if color is used to simulate the job as it will appear when printed. I will also require that all type faces, sizes and length of line must be indicated. Also, all margins must be indicated and identified to show how much white space will remain at the top and next to the

folds. In short, this layout should look as much like the finished work as possible. Yet, while still in the planning stage, individual changes can be shifted, added, or eliminated without much trouble. Once this “comprehensive” is approved, the advertisement can be made up, and production can start.

The last step before reproduction is proofreading. Proofs of all composition must be carefully read for errors, and the errors corrected. I recommend that the “reader” reads aloud from the original typewritten copy to the person following along on the proof, detecting each error. The marked proof is returned to the compositor for correction of the type matter. Now the advertisement and logo can be taken to the copier or duplicator for completion of the printing process

Classroom Activities

For better or worse, printing technology greatly affects our lives. Before the invention of the printing press, only the wealthy could afford the luxury of owning books or printed materials. Knowing this, I want my students to take advantage of the opportunity to use visual communications to better equip themselves as contributors in our modern day society. So my strategies to implement this curriculum unit will incorporate a true layout and design lesson using the various design principles to produce an effective advertisement and logo.

For the introduction and warm-up activity to this unit, I will have the students choose a real-life court case that I have selected from the books “What’s the Verdict” and “Guess the Verdict”. The cases were the subject of appeal to a higher court and are consistent with the general current of the law in the United States. All the facts that the students will need are laid out in the synopsis of the case. I will encourage the students not to be tempted to add new facts or to embellish existing ones. The students are actually being asked to do a dual job. First, play the role of the jury and second to sit in judgment of the jury and examine the trial decision. I hope that these court cases will stimulate, provoke and amuse them into developing an interest to further examine the legal aspects of developing a company of their own.

An example of a real-life court case selected from the two books is as follows:

“The Wrong Parts”

Harold was employed by an airline and had the authority to order parts. He bought and caused to be delivered car parts that could not be used by the airline

but could be used on his own car. Other employees of the airline owned the same make of car as Harold. Harold is charged with embezzling automobile parts.

Is Harold guilty? Trial court decision was that Harold is NOT guilty.

The Appeal Court decision was Harold not guilty, because the prosecution offered no evidence as to what happened to the parts after the delivery. The airline having no use for the parts is insufficient to support a conviction.

This exercise will let the students be the judge and jury. Once they handed down their decision, they can look into the reference guide of the book to see if their opinion matches the one from the real-life court. Between the two books there are approximately two hundred cases to choose. The books are listed in the annotated bibliography/resource section.

My students will begin by choosing several ideas that they would like to possibly research. They will then gather and locate information using the library and its primary and secondary sources of technology. The students will use the Internet and traditional library resources to gather the information and knowledge. In order to prevent the development of research in only a few areas of law for business owners, I will have a sign-up list that offers various topics for research that the students can explore. I will also encourage the students to gather data and information using qualitative methods from members of the community and private owners of local businesses.. I will schedule this library time for the class in advance to assure the availability of the facility. I will designate one week of classroom time for the students to research and develop their topic. With this information, they will now begin to develop the beginning of their small business for the classroom project. The students will now return from the library and complete the project in the visual communications room.

After the research phase has been conducted, each student will prepare a brief report and presentation to be given to the class. This is an activity that will bring all research together in a classroom situation to enforce the ideas of what it takes to start a company or small business. Some of the research topics include:

1. Single owner or corporation.
2. Registering the company name and developing a trademark or logo.
3. Understanding insurance laws such as: workers compensation, health and hazard insurance
4. Health and safety laws which include OSHA.
5. Employment and labor laws which include: harassment, wage and hours, hiring and firing.
6. Liability
7. Discrimination

After the students develop an understanding of what is involved in the basic operation of a small business or company they will begin by designing a trade mark, logo or monogram to represent their business and its name. Your company name is important because, with any luck, customers will identify with it. If the students have any doubt about its importance, think about the most identifiable names and symbols in this country. Most people could spot the golden arches while zipping along the interstate at 70 mph. A trademark or logo is a word, phrase, symbol, design or combination that identifies and distinguishes their goods or services.

The next step in the development of this project is to show the students examples of completed advertisements. I have gathered a tremendous number of advertisements to use as examples from museums, hotels and travel agencies. I will require each student to bring in a magazine to use as an example of how advertisements and layout of such are incorporated into our daily lives.

Lesson three on design will include a description on unity, emphasis, balance, and proportion. Unity is a quality of design that ties the parts of a whole together. Using one family of style of type helps unite the parts of a design. Unrelated typefaces create a hodgepodge and prevents the reader from getting the message. Emphasis makes one of the elements stand out and creates interest and attracts attention. Balance is placing the element of the brochure in a manner that is pleasing to the eye. And lastly proportion refers to the size of objects and how they relate to each other in a layout. Larger objects demand more attention and objects that are too small can't be easily seen or read. Proportion of objects can also affect the balance of the layout directly.

My next classroom activity will be a discussion on what is good content for the brochure and what should be included in the overall message of the project. All interesting content is a blend of text and graphics, making it informative and entertaining. Information without graphics is boring and monotonous, and graphics alone without some explanation of the purpose is confusing. The overall message in any layout has to always be more important than the graphics or style of text. Even if the message is completely visual, it has to tell a story to have a purpose.

The students will now begin the actual design to their advertisement. The first step will be to create a number of small "thumb-nail" sketches exploring various arrangements until both the layout and design are acceptable and approved by the instructor. The second step will be to create a "rough draft" working from the selected thumb-nail sketch. A full size rough-draft layout is made to show how

the finished job my look in full size. This will also give some idea of the proper sizes of type to use and the required sizes of the illustrations.

When the students have created a rough-draft that seems promising a “comprehensive” layout is to be made. This layout will resemble, as closely as is possible, the desired finished job. This comprehensive is made on the same paper as the finished copy and to the exact finished size. Once this layout has been approved by me it will be ready for duplication on the printing press. I am hoping to designate two or three weeks for the completion of this classroom activity

Annotated Bibliography/Resources

A. A. Turbayne *Monograms and Ciphers* Dover Publications 1968, A collection of over 1200 different monograms, which virtually exhausts all possibilities of two and three letter combinations.

Best, John W. *Research in Education* Prentice-Hall Inc. 1981, This book is written for use as a reference to educational methods.

Cogoli, John E. *Photo Offset fundamentals* McKnight Publishing Co.1973. This is a book for the beginner in the visual communications field. The reader can gain a fundamental working knowledge of printing and duplicating methods. It contains a chapter related to the principles of design.

Eckert, Kelsea W. and Sartorius, Arthur and Warda, Mark *How to Form Your Own Corporation* Sphinx Publishing 1998, This book explains why each year thousands of corporations are registered and why it offers many advantages over partnerships and sole proprietorships.

Ervin, Dennis A. and Jenkins, John D. *Comprehensive Graphic Arts* Howard W. Sams & Co., Inc. 1977. This book is written to cover the broad fields in industrial, career, and occupational education. The book is essentially a basic text designed for a full year of visual communications at the secondary school level.

Hacker, Michael and Barden, Robert A. *Living With Technology* Delmar Publisher Inc. 1988. This book includes many special features to assist the reader in becoming technologically literate.

Hudson, Helaine Esq. *Guess The Verdict* Sterling Publishing Co. 2004, Actual courtroom cases let you be the judge and jury. Once you’ve handed down your

decision, look in the back to see if your opinion matches the one from the real-life court.

Kagy, Frederick D. *Graphic Arts* Goodheart-Willcox Company, Inc. 1981. The purpose of this book is to help you explore graphic arts and visual communications. It will acquaint you with composition fundamentals, basic mechanics of all types of printing and the essential elements found in all printed pieces.

LeValliant, Ted and Theroux, Marcel *What's The Verdict* Sterling Publishing Co. 1991.

Actual courtroom cases let you be the judge and jury. Once you've handed down your decision, look in the back to see if your opinion matches the one from the real-life court.

Mason, Alpheus T. and Stephenson, Donald G. *American Constitutional Law* Prentice Hall Inc. 2002, This edition, following the pattern set in earlier ones, is rooted in the conviction that constitutional law is an intricate blend of politics, history and competing values.

Petrus, Desiree A. and Warda, Mark *How to Start a Business in Pennsylvania* Sourcebooks Inc. 1999, This book is intended to give you the framework for legally opening a business in Pennsylvania. It also includes information on where to find special rules for each type of business.

Readers Digest *Know Your Rights* Rebus Inc. 1995, An action-oriented guide, it explains what you need to know about that awesome entity The Law, and then it shows you how to use that legal knowledge to get the best results.

Seymour, Richard D. and Ritz, John M. and Cloghessy, Florence A. *Exploring Communication* Goodheart-Willcox Company, Inc. 1996. In this book you will discover the purposes, influences, and uses of communication in our society.

Spence, Gerry *How to Argue and Win Every Time* St. Martin's Griffin 1996, Argument is indeed an art especially in the courtroom. There is a technique to it, but anyone can deliver the winning argument.

Tomes, Jonathan P. *LTC Legal Guide, Everything You and Your Family Need to Know About the Law, 2nd Edition* Stackpole Books 1992, This guide covers important legal information simply and adequately.

Walker, John R. *Graphic Arts Fundamentals* Goodheart-Willcox Company, Inc. 1980. This book will acquaint you with the designing, production, and sale of products and services of the graphic arts industries.

Wallach, Paul I. *Drafting* American Technical Society 1979. This book is part of a integrated series of Technology Education textbooks designed to teach basic skills to beginning students. Its main objectives are to develop visual perception, knowledge of industry, and fundamental drafting abilities.

Annotated Children's Bibliography

A. A. Turbayne *Monograms and Ciphers* Dover Publications 1968, A collection of over 1200 different monograms, which virtually exhausts all possibilities of two and three letter combinations.

Cogoli, John E. *Photo Offset fundamentals* McKnight Publishing Co.1973. This is a book for the beginner in the visual communications field. The reader can gain a fundamental working knowledge of printing and duplicating methods. It contains a chapter related to the principles of design

Hudson, Helaine Esq. *Guess The Verdict* Sterling Publishing Co. 2004, Actual courtroom cases let you be the judge and jury. Once you've handed down your decision, look in the back to see if your opinion matches the one from the real-life court.

Kagy, Frederick D. *Graphic Arts* Goodheart-Willcox Company, Inc. 1981. The purpose of this book is to help you explore graphic arts and visual communications. It will acquaint you with composition fundamentals, basic mechanics of all types of printing and the essential elements found in all printed pieces.

LeValliant, Ted and Theroux, Marcel *What's The Verdict* Sterling Publishing Co. 1991,

Actual courtroom cases let you be the judge and jury. Once you've handed down your decision, look in the back to see if your opinion matches the one from the real-life court.

Petrus, Desiree A. and Warda, Mark *How to Start a Business in Pennsylvania* Sourcebooks Inc. 1999, This book is intended to give you the framework for legally opening a business in Pennsylvania. It also includes information on where to find special rules for each type of business.

Readers Digest *Know Your Rights* Rebus Inc. 1995, An action-oriented guide, it explains what you need to know about that awesome entity The Law, and then it shows you how to use that legal knowledge to get the best results.

School District of Pittsburgh *Code of Student Conduct* 2003, The Code of Student Conduct was developed so that all students, staff and parents fully understand the expectations for the students.

Walker, John R. *Graphic Arts Fundamentals* Goodheart-Willcox Company, Inc. 1980. This book will acquaint you with the designing, production, and sale of products and services of the graphic arts industries

Wallach, Paul I. *Drafting* American Technical Society 1979. This book is part of a integrated series of Technology Education textbooks designed to teach basic skills to beginning students. Its main objectives are to develop visual perception, knowledge of industry, and fundamental drafting abilities.

Appendix-Content Standards

Reading, Writing, Speaking and Listening

1. All student use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.
2. All students analyze and make critical judgments about all forms of communication, separate fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.
3. All students communicate appropriately in business, in work and other applied stations.

Arts and Humanities

1. All students produce, perform or exhibit their work in the visual arts, music, dance or theater, and describe the meanings their work has for them.

Citizenship

1. All students demonstrate their skills of communicating, negotiating and cooperating with others

2. All students demonstrate that they can work effectively with others..

Science and Technology

1. All students demonstrate basic computer literacy including word processing, software application and the ability to access the global information infrastructure using current technology.

Career Education and Work

1. All students understand and demonstrate the importance of relating their academic and vocational skills-for example, interviewing, creative thinking, decision making, problem solving, understanding and giving written and oral instructions-their ability to seek, obtain, and change jobs.