

# COMMUNITY UNIT SCHOOL DISTRICT 200

## Business Law High School – Grades: 10, 11, 12 Intermediate Level – One Semester Elective

- 1. Subject Expectation (State Goal 3)**      **The student will write to communicate for a variety of purposes.**

<b>Essential Learning 1 (Learning Standard C)</b>	<b>Communicate ideas in writing to accomplish a variety of purposes</b>
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| Critical Content | 3.C.4b | a. using available technology, produce compositions and multimedia works for specified audiences <ul style="list-style-type: none"><li>• PowerPoint presentations</li><li>• book reports on law related books</li><li>• video clips</li></ul>   |
|                  | 3.C.5a | b. communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation <ul style="list-style-type: none"><li>• persuasive papers on major legal topics in society</li></ul>                           |
|                  | 3.C.5b | c. write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, and petitions) <ul style="list-style-type: none"><li>• petitions on controversial issues in law (death penalty, minors rights, ethics)</li><li>• creating appropriate paperwork in starting a business (contracts, business letters, applications)</li></ul> |

- 2. Subject Expectation (State Goal 4)**      **The student will listen and speak effectively in a variety of situations.**

<b>Essential Learning 1 (Learning Standard B)</b>	<b>Speak effectively using language appropriate to the situation and audience</b>
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| Critical Content | 4.B.4a | a. deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organizations, clarity, vocabulary, credible and accurate supporting evidence <ul style="list-style-type: none"><li>• mock trials</li><li>• case debates</li></ul> |
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- 4.B.4d b. use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict
  - mock trials
- 4.B.5a c. deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects, or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology
  - group work and presentation on case reviews
  - research on legal issues
- 4.B.5b d. use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals
  - persuasive presentations on legal issues

**3. Subject Expectation (State Goal 6)      The student will demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.**

**Essential Learning 1 (Learning Standard C)      Compute and estimate using mental mathematics, paper and pencil methods, calculators and computers**

- Critical Content      6.C.4      a. determine whether exact values or approximations are appropriate (e.g., bid a job, determine gas mileage for a trip)
- competitive bidding mistakes (Contract Law)

**4. Subject Expectation (State Goal 13)      The student will understand the relationships among science, technology, and society in historical and contemporary contexts.**

**Essential Learning 1 (Learning Standard B)      Know and apply concepts that describe the interaction between science, technology, and society**

- 13.B.5e      a. assess how scientific and technological progress has affected other fields of study, careers and job markets and aspects of everyday life
- guest speakers in legal/scientific field (DNA) states attorney/lawyers/judges

**5. Subject Expectation (State Goal 15)      The student will understand, analyze, and compare economic structures of the U.S. and other nations.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services</b>
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- 15.A.4d a. explain the effects of unemployment on the economy
  - social effects of unemployment in law
- 15.A.5d b. explain the comparative value of the Consumer Price Index (e.g., goods and services in one year with earlier or later periods)

<b>Essential Learning 2 (Learning Standard C)</b>	<b>Understand that scarcity necessitates choices by producers</b>
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- Critical Content
- 15.C.4a a. analyze the impact of political actions and natural phenomena (e.g., war, legislations, natural disaster) on producers and production decisions
    - changing of laws
    - inundation of frivolous law suits and their effect on the market economy
  - 15.C.4b b. explain the importance of research development, invention, technology and entrepreneurship to the United States economy
    - legalities of opening a business
    - how contracts begin and end
  - 15.C.5a c. explain how competition is maintained in the United States economy and how the level of competition varies in differing market structures (e.g., monopoly, oligopoly, monopolistic and perfect competition)
    - restrictive covenant
    - consideration within a contract
    - capacity to contract
  - 15.C.5c d. explain how government intervention with market prices can cause shortages or surpluses of a good or service (e.g., minimum wage policies, rent freezes, farm subsidies)
    - rental laws

<b>Essential Learning 3 (Learning Standard D)</b>	<b>Understand trade as an exchange of goods and services</b>
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- 15.D.4c a. describe the impact of worker productivity (output per worker) on business, the worker and the consumer
  - legality of employment and discharge
  - pros and cons of unions

<b>Essential Learning 4 (Learning Standard E)</b>	<b>Understand the impact of government policies on production and consumption in the economy</b>
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- Critical Content
- 15.E.4a a. explain why government may intervene in a market economy
    - restrictive covenant
    - strict liability

- licensing statutes
  - price fixing
  - contracts that must be in writing
  - breaches of contracts
  - fair trade practices
  - assignment vs. delegation
  - fraud
- 15.E.4b b. describe social and environmental benefits and consequences of production and consumption
- warranties
  - consumer protection
  - relationship between ethics and laws
  - deceptive advertising
- 15.E.5a c. explain how and why government redistributes income in the economy
- welfare and social security
  - poverty levels and crime
- 15.E.5b d. describe how fiscal, monetary and regulatory policies affect overall levels of employment, output, and consumption
- welfare and social security

**6. Subject Expectation (State Goal 25)      The student will know the language of the arts.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Understand the sensory elements, organizational principles and expressive qualities of the arts</b>
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- Critical Content      25.A.5      a. analyze and evaluate how aesthetic qualities in both student and professional works are used to convey intent, expressive ideas and/or meanings
- create and interpret role playing in a mock trial

**7. Subject Expectation (State Goal 26)      Through creating and performing, the student will understand how works of art are produced.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Understand processes, traditional tools and modern technologies used in the arts</b>
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- Critical Content      26.A.4e      a. analyze and evaluate how tools/technologies and processes combine to convey meaning
- TV video clips that reinforce chapter content
- 26.A.5      b. analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas
- use newspaper articles in analyzing contract law

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Apply skills and knowledge necessary to create and perform in one or more of the arts</b>
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- Critical Content      26.B.4d    a. demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving
- mock trials
  - case study debates

**8. Subject Expectation  
(NSBE Standard)**      **The student will analyze the relationship between ethics and the law and describe sources of the law, structure of the court system, different classifications of procedural law, and different classifications of substantive law.**

<b>Essential Learning 1 (Achievement Standard)</b>	<b>Ethics and the law</b>
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- Critical Content
- a. explain the relationship between law and ethics
  - b. identify consequences of unethical and illegal conduct
  - c. list the most common sources of the law
  - d. explain the way social forces may sometimes conflict
  - e. analyze and solve difficult ethical and legal problems
  - f. explain the relationship between law and ethics

<b>Essential Learning 2 (Achievement Standard)</b>	<b>Structure of the courts</b>
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- Critical Content
- a. explain the function of the courts
  - b. describe the basic structure of the national and state, territory, and province court systems
  - c. distinguish between the roles of legal professionals (e.g., judges, lawyers, and paralegals)

<b>Essential Learning 2 (Achievement Standard)</b>	<b>Classification of procedural law</b>
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- Critical Content
- a. compare and contrast the steps in a civil law suit with the steps in a criminal prosecution
  - b. list and explain the steps in criminal and civil trails
  - c. define the statute of limitations

<b>Essential Learning 2 (Achievement Standard)</b>	<b>Classification of substantive law</b>
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- Critical Content
- a. distinguish between civil and criminal law
  - b. differentiate between categories of crime (e.g., treason, felony, and misdemeanor)

- c. identify different areas of civil law that impact businesses (e.g., tort, contract, and property law)
- d. determine several defenses to criminal acts (e.g., insanity defense and self-defense)
- e. distinguish between a tort and crime
- f. differentiate between and give examples of negligence and intentional torts
- g. explain the concepts of the reasonable person tests and proximate cause
- h. explain the concept of strict liability and describe circumstances under which it is imposed
- i. describe the penalties available in criminal law and the remedies available in tort law
- j. differentiate between the penalties for committing felonies and misdemeanors
- k. differentiate between survival statutes and wrongful death statutes

**9. Subject Expectation  
(NSBE Standard)**

**The student will analyze the relationships between contract law, law of sales, and consumer law.**

<b>Essential Learning 1 (Achievement Standard)</b>	<b>Contract law</b>
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Critical Content

- a. list the elements required to create a contract
- b. differentiate between classes of contracts (e.g., bilateral and unilateral, express and implied, and oral and written)
- c. explain how offer and acceptance can create contractual rights and duties
- d. determine whether or not an agreement is definite enough to be enforced as a contract
- e. differentiate between the ways that assent can be undermined (e.g., fraud, nondisclosure, misrepresentation, mistake, duress, and undue influence)
- f. define and distinguish between different types of consideration and list the exceptions to the requirements of consideration
- g. explain a minor's right to avoid a contract
- h. identify categories of people who lack contractual capacity
- i. describe the concept of unconscionability and compare it to illegality
- j. list the essential information that should be included in writing under the statute of frauds
- k. explain the parole evidence rule
- l. describe the various rules applied to the interpretation of contracts
- m. explain the various rules applied to contracts involving third parties
- n. list the ways a contract can be discharged

- o. describe breach of contract and the remedies available when a contract is breached
- p. discuss the impact of the laws of different countries on contractual transactions

<b>Essential Learning 2 (Achievement Standard)</b>	<b>Laws of sales</b>
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| Critical Content | <ul style="list-style-type: none"> <li>a. differentiate between goods, services, and real property contracts</li> <li>b. explain when title and risk of loss pass in a sale of goods</li> <li>c. distinguish between rejection of nonconforming goods and revocation of acceptance</li> <li>d. identify various types of warranties and describe how each of the warranties may be excluded or modified</li> <li>e. list and explain the remedies of the seller when the buyer breaches the sales contract</li> <li>f. state when a contract for the sale of goods must be evidenced in writing</li> </ul> |
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<b>10. Subject Expectation (NSBE Standard)</b>	<b>The student will analyze the role and importance of agency law and employment law as they relate to the conduct of business in the national and international marketplaces.</b>
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<b>Essential Learning 1 (Achievement Standard)</b>	<b>Corporations</b>
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| Critical Content | <ul style="list-style-type: none"> <li>a. define corporations and explain why a corporation is a legal entity</li> <li>b. differentiate between types of corporations (e.g., profit, nonprofit, domestic, foreign, and alien corporations)</li> <li>c. describe the ways corporate existence may be terminated</li> </ul> |
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<b>Essential Learning 2 (Achievement Standard)</b>	<b>Limited liability companies</b>
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| Critical Content | <ul style="list-style-type: none"> <li>a. define a limited liability company</li> <li>b. explain the steps in forming a limited liability company</li> <li>c. explain the advantages and disadvantages of doing business as a limited liability company</li> </ul> |
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<b>11. Subject Expectation (NSBE Standard)</b>	<b>The student will explain the legal rules that apply to personal property and real property.</b>
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<b>Essential Learning 1 (Achievement Standard)</b>	<b>Personal property</b>
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Critical Content

- a. define real property, personal property, and fixtures and explain why property distinctions are important

**12. Subject Expectation  
(NSBE Standard)**

**This student will explain how advances in computer technology impact such areas as property law, contract law, criminal law, and international law.**

<b>Essential Learning 1 (Achievement Standard)</b>	<b>Basics of computer law</b>
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Critical Content

- a. define the key terms involved in computer law

<b>Essential Learning 2 (Achievement Standard)</b>	<b>Ownership issues</b>
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Critical Content

- a. determine whether a particular computer program would be protected by labeling it a trade secret
- b. determine when a computer program can be protected by a patent and explain the steps in applying for the patent
- c. determine when a computer program can be protected by a copyright and explain the steps in applying for the copyright
- d. identify the circumstances that constitute the violation of a computer program copyright
- e. explain the Anti-Cyber Squatting Consumer Protection Act as it deals with trademark remedies

<b>Essential Learning 3 (Achievement Standard)</b>	<b>Contract issues</b>
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Critical Content

- a. determine when computer-related contracts are service contracts and when they are sale-of-goods contracts
- b. explain the need for source code escrow agreements
- c. outline the various claims and defenses that are available in civil suits involving computer contracts

<b>Essential Learning 4 (Achievement Standard)</b>	<b>Criminal law and privacy issues</b>
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Critical Content

- a. analyze how technological advances have created business practices that may be in conflict with the laws governing invasion of privacy
- b. explain how common law, constitutional law, statutory law, and administrative regulations can be used to prevent the use of computers to invade privacy
- c. outline the various types of federal, state, territory, and province statutes designed to combat computer crime

- d. explain the European Data Protection Directive and the rules of the Federal Trade Commission in relation to privacy and the computer

<b>Essential Learning 5 (Achievement Standard)</b>	<b>E-Commerce</b>
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Critical Content

- a. explain the impact of existing law on e-commerce
- b. discuss problems of jurisdiction in relation to e-commerce
- c. discuss the nature of authentication problems, digital signatures, and domain name disputes

<b>Essential Learning 6 (Achievement Standard)</b>	<b>International issues</b>
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Critical Content

- a. discuss the impact of the laws of different countries on computer law
- b. analyze the impact of international law on computer law