



Business Law

Course Description

A course designed to present the study of the legal rights and responsibilities necessary to be informed and productive citizens. Key concepts include contracts and torts, the role of courts, litigation, and constitutional issues including civil and criminal law.

Course Code: 030900

Program(s) of Study to which this course applies:

- Business Management and Administration

Course Content	Crosswalk to Common Core Academic Standards	Crosswalk to Nebraska Academic Standards	Crosswalk to Nebraska Career Readiness Standards	Crosswalk Clarification
Standard 1. Students will investigate the impact of ethical theories on the legal system and describe sources of the law.				
Benchmark 1.1 Compare and contrast various ethical theories and the consequences. <u>Sample performance indicators:</u> <ul style="list-style-type: none"> • Apply an ethical principle to current events or common situations. • Analyze scenarios that distinguish unethical from illegal behavior. • Participate in a debate about an ethical dilemma. 	N/A	N/A	CR.5.A.1 CR.7.B.2	
Benchmark 1.2 Describe and differentiate between the types of law. (Constitutional, Administrative, Case, Statutory)	ELA.RST.11–12.4 ELA.SL.11–12.4 ELA.WHST.11–12.2.b	LA.12.1.5 LA.12.2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1 CR.3.B.4 CR.5.A.1	When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full



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<p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Analyze cases by stating the facts, finding the legal question, and identifying the type of law. Identify examples of the four types of law. 				<p>knowledge on the topic, students' written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).</p>
<p>Standard 2. Students will apply knowledge of the structure and jurisdiction of the federal and state court systems.</p>				
<p>Benchmark 2.1 Describe the basic structure of the federal and state court systems.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Identify the levels of the court system. Create a visual representation of the structure of the court system using a graphic organizer. 	<p>ELA.SL.11–12.4 ELA.WHST.11–12.2.b</p>	<p>LA.12 2.1.b LA.12.3.1.a</p> <p>SS.12.1.1.c SS.12.1.1.e</p>	<p>CR.2.B.1 CR.2.C.1</p>	<p>When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students' written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).</p>
<p>Benchmark 2.2 Differentiate between cases that belong within the jurisdiction of the federal and state court systems.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Indicate the original jurisdiction of various legal scenarios. Investigate the movement of a case through the multiple levels of the court system and identify the reason it moved through the levels. 	<p>N/A</p>	<p>N/A</p>	<p>CR.5.A.1</p>	



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<p>Standard 3. Students will describe the different classifications of procedural law and substantive law.</p>				
<p>Benchmark 3.1 Define civil and criminal law and compare and contrast the steps in each trial process as well as examine alternative dispute resolution.</p> <p><u>Sample performance indicators</u></p> <ul style="list-style-type: none"> • Explain the advantages and disadvantages of arbitration, mediation, and conciliation. • Observe TV cases to identify the steps in the trial process and conduct controlled mock trial where students assume the role of jury member, plaintiff, defense, etc. • Observe the court process by attending a county or district courtroom in session. • Compete in state competition or conduct a class mock trial. 	<p>ELA.RST.11-12.4</p>	<p>LA.12.1.5</p>	<p>CR.4.A.2 CR.4.B.2 CR.5.A.1 CR.5.A.3</p>	
<p>Benchmark 3.2 Differentiate between categories of crime, identify potential penalties, and determine several defenses to criminal acts.</p> <p><u>Sample performance indicators</u></p> <ul style="list-style-type: none"> • Share hypothetical experiences your friends have had. • Describe how the elements of a crime (e.g., act, state of mind) are used to classify the criminal act. • Determine the penalties for various crimes. • Analyze case studies to determine the crime committed, and/or the defense used, as well as the penalty of the crime. • Role play scenarios. 	<p>ELA.RST.11-12.4</p>	<p>LA.12.1.5</p>	<p>CR.1.C.2 CR.5.A.1</p>	



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<p>Benchmark 3.3 Distinguish between a tort and a crime.</p> <p><u>Sample performance indicators</u></p> <ul style="list-style-type: none"> Differentiate between and give examples of negligence and intentional torts. Analyze current events to determine type of tort. 	ELA.RST.11-12.4	LA.12.1.5	CR.5.A.1	
<p>Standard 4. Students will analyze contract law.</p>				
<p>Benchmark 4.1 Explain how offer and acceptance can create contractual rights and duties.</p> <p><u>Sample performance indicators</u></p> <ul style="list-style-type: none"> Differentiate between classes of contracts. (bilateral and unilateral, express and implied, oral and written, valid, voidable, and unenforceable) Role play an offer and acceptance with a minimum of two counteroffers. Discuss and compare examples of contracts young adults may experience. (e.g., cell phone, credit card, auto loans) 	ELA.SL.11–12.4 ELA.WHST.11–12.2.b	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students <i>explain</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).
<p>Benchmark 4.2 Define genuine assent (agreement) and different ways assent (agreement) can be undermined.</p> <p><u>Sample performance indicators</u></p> <ul style="list-style-type: none"> Describe ways of undermining assent (agreement). (e.g., fraud, nondisclosure, misrepresentation, mistake, duress, undue influence) Distinguish between ratification and rescission. 	ELA.RST.11-12.4	LA.12.1.5	N/A	



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<p>Benchmark 4.3 Define and distinguish between different types of consideration and list the exceptions to the requirements of consideration.</p> <p><u>Sample performance indicators</u></p> <ul style="list-style-type: none"> Review sample contracts and identify the consideration in each. Identify contracts that do not have consideration as an element. (e.g., gifts, pledges) 	ELA.RST.11-12.4	LA.12.1.5	CR.5.A.1	
<p>Benchmark 4.4 Define capacity and identify categories of people who lack contractual capacity.</p> <p><u>Sample performance indicators</u></p> <ul style="list-style-type: none"> Explain a minor’s rights and responsibilities regarding contracts. Categorize people who would lack contractual capacity. Explain the difference between necessities and non-necessaries and the effect on the validity of a contract.. 	ELA.RST.11-12.4	LA.12.1.5	N/A	
<p>Benchmark 4.5 Identify the legality of contracts and describe features that make contracts illegal.</p> <p><u>Sample performance indicators</u></p> <ul style="list-style-type: none"> Describe the concept of unconscionability and compare it to illegality. 	ELA.SL.11–12.4 ELA.WHST.11–12.2.b	LA.12 2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1	When students <i>describe</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a).



Reference Standards Sources

- NBEA = National Business Education Association National Standards for Business Education ©2007

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Other Information

Suggestions for innovative teaching and learning strategies:	<ul style="list-style-type: none"> • Guest speakers – law enforcement, attorney, judge, drug dog, former jury member • Field trip to county or district court, a correctional facility • Debates • Mock Trial – past competition cases can be found at http://www.nebarfnd.org/mock-trial • Controlled Mock Trial • Research Landmark Cases • U.S. Courts, podcasts, Open Door to Federal Courts – uscourts.gov • Case abstracts and information - oyez.org • Age of Majority Publication – Nebraska State Bar Foundation - http://www.nebarfnd.org/age-of-majority • United States Postal Inspection Service videos – http://deliveringtrust.com/ • U.S. Courts Podcasts -
Related assessments:	<ul style="list-style-type: none"> • Research Projects
Extended learning opportunities:	<ul style="list-style-type: none"> • Competitive Mock Trial Teams – Information and mock trial materials from the NE State Bar Foundation: http://www.nebarfnd.org/mock-trial • DECA • FBLA • Student Council