

BUSINESS LAW

Business Technology

HISTORY OF LAW

10-12

Curriculum Standard One: The students will study the origin of law and our present court procedures.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will obtain a general understanding of the nature and sources of law.</p>	<p>A. Can the student recognize and identify legal terminology as it applies to:</p> <ol style="list-style-type: none"> 1. criminal law? 2. problems in society? 3. law of torts? 4. the court system? 	<ul style="list-style-type: none"> • Why does society need laws? • Given case problems and cases to judge, the student will write or discuss the legal principles applicable to each issue. (see Cases in Point and Cases to Judge at the end of the chapter) • Define or explain terms in language of law, such as: <ol style="list-style-type: none"> 1. Bill of Rights 2. Statutory Law 3. Tort Law 4. Civil Law 5. Jurisdiction

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Curriculum Standard Two: The students will understand the laws governing contracts as they apply to everyday agreements.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will understand the essential components of entering into a legally binding contract.</p>	<p>A. Can the student identify:</p> <ol style="list-style-type: none"> 1. how contracts arise? 2. consideration? 3. the capacity of minors and contracts? 4. the legality of a contract? 5. how contracts come to an end? 	<ul style="list-style-type: none"> • Using role-playing cases and topic discussions, the student will outline the six requirements of a contract. • Definition and explanation of contractual terminology, such as: <ol style="list-style-type: none"> 1. void and voidable contracts 2. unilateral vs. bilateral contracts 3. consideration 4. capacity 5. fraud

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HOUSING LAW

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Curriculum Standard Three: The students will understand general practices of the law as it pertains to housing law.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will understand the basic difference between renting and buying a home.</p> <p>2. The student will understand the basic rights of the landlord and tenants and how to use this information in a dispute.</p>	<p>A. Can the student recognize the major differences between renting vs. buying a place of residence.</p> <p>A. Can the student recognize:</p> <ol style="list-style-type: none"> 1. the rights and duties of landlords and tenants? 2. what tenants can do when things go wrong? 3. what landlords can do when things go wrong? 	<ul style="list-style-type: none"> • What is the Fair Housing Act? • The student will develop a list of questions to ask a landlord before renting an apartment. • The student will collect and examine various examples of lease agreements to determine general rules of contractual housing laws.

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Curriculum Standard Four: The students will understand their legal rights and responsibilities as it applies to consumer law.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will understand the purpose of consumer protection laws in areas of sales practices, warranties, and credit.</p>	<p>A. Can the student recognize:</p> <ol style="list-style-type: none"> 1. how federal, state, and local laws protect the consumer? 2. their rights as a consumer? 3. consumer protection agencies and organizations? 4. deceptive sales practices? 5. the importance of warranties? 6. general types of credit? 7. consumer laws affecting the purchase of a car? 	<ul style="list-style-type: none"> • Using Question for Review sections at the end of chapters, provide answers and examples. For example: <ol style="list-style-type: none"> 1. Explain the purpose of consumer protection laws. 2. What are the two kinds of warranties and how do they differ? 3. Describe a bait and switch advertisement. 4. Why is it important to read the front and back of an automobile contract before signing it? 5. What are the 4 rules that apply when people ask for credit? • Using Cases in Point and Cases to Judge at the end of chapters, the student will give his/her decision on selected cases and state a legal principle applicable to the case.

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FAMILY LAW

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Curriculum Standard Five: The students will understand general practices of the law as it applies to family law.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. Utilizing legal issues, the student will recognize statutes pertaining to marriage formalities and restrictions, parental and children relationships, and marital problems.</p>	<p>A. Can the student identify:</p> <ol style="list-style-type: none"> 1. legal rights and responsibilities of marriage partners? 2. responsibilities between parents and children? 3. family problems and its legal consequences? 	<ul style="list-style-type: none"> • Using case study projects, the student will give decisions and state a legal principle that applies to the case. (see end of chapter examples) • Using the language of the law section in the textbook, the student will define or explain legal words and phrases, such as: <ol style="list-style-type: none"> 1. age of consent 2. family responsibility laws 3. divorce vs. annulment 4. consanguinity vs. affinity

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Curriculum Standard Six: The students will understand legal issues and principles as they apply to employment contracts.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will understand their legal rights as either minors or adults in the workplace.</p>	<p>A. Can the student recognize:</p> <ol style="list-style-type: none"> 1. rights and responsibilities of employees in the workplace? 2. laws providing employee benefits? 3. laws regulating employment opportunities? 4. employee protection and equal opportunity? 	<ul style="list-style-type: none"> • What is the Federal Fair Labor Standards Act? • Use Cases to Judge at the end of the chapter to defend a legal principle applicable to the critical attributes. • Terminology review. (located at the end of the chapter) <p style="text-align: center;">Selected Examples:</p> <ul style="list-style-type: none"> * National Labor Relations Board * Collective Bargaining Agreement * Child Labor Laws