

URBANDALE COMMUNITY SCHOOL DISTRICT  
CURRICULUM FRAMEWORK OUTLINE

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SUBJECT:	Business Education	
COURSE TITLE:	Business Law	
GRADE LEVEL:	11, 12	Elective
PREREQUISITES:	None	1 Credit/1 Semester

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**COURSE DESCRIPTION:**

Business Law is an upper level course, which provides students with a thorough, basic, working knowledge of the law and trains students to observe both potential and actual events from a legal perspective. This course is designed to stimulate curiosity about the legal process and to raise the student's consciousness about the importance of viewing real life problems in a legal context. Students enrolling in this course should possess strong verbal skills, as well as the ability to convey ideas in written form. Business Law is recommended for juniors and seniors, but sophomores may be admitted with the approval of the teacher.

**CONTENT STANDARDS AND BENCHMARKS:**

In order that our students may achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Business Law course should be able to . . .

**Content Standard I. Demonstrate comprehension, computation, and applied technology skills.**

Benchmarks: Demonstrate effective use of the legal process and the understanding of the importance of oral and written communication skills.  
Demonstrate understanding of contracts and their application in the real world.  
Recognize the difference between a crime and a tort and explain the elements of each type of crime and tort.  
Demonstrate an understanding of laws, which deal with commercial paper.  
Recognize the impact of the use of technology relating to the study of law.  
Demonstrate logical, critical, and creative thinking skills when dealing with law-related problems.

**Content Standard II. Develop communication, employability, and life-management skills.**

Benchmarks: Recognize and demonstrate the appropriate skills utilized in the legal process to increase their effectiveness as an employee in a law-related field.  
Recognize common responsibilities associated with the legal process, which will develop their effectiveness as a student, employee, and person.



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**GRADE LEVEL:** 11, 12

Elective

**PREREQUISITES:** None

1 Credit/1 Semester

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**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS  
FOR BUSINESS LAW:**

**Standard I. Demonstrate comprehension, computation, and applied technology skills. Students in Business Law should be able to ...**

**Benchmark: Demonstrate effective use of the legal process and the understanding of the importance of oral and written communication skills.**

Indicators: Demonstrate the use of precedent.  
Describe the historical development of our laws and legal system.  
Describe how the lawmaking power is exercised and applied.  
Explain the necessity for lawmaking by administrative agencies.  
Describe the extent of an agency's lawmaking power.  
Describe the powers of the state trial courts with general jurisdiction.  
Discuss the major sources of law in the United States.  
Recognize relationship between ethics and law.  
Compare the dual court system and recognize the jurisdiction of each system.  
Examine basic civil/criminal trial procedures.  
Demonstrate appropriate use of legal terminology.  
Describe how our ethical systems contribute to the growth of our laws.  
Describe the procedure by which the courts resolve civil cases.  
Explain where the power to make laws comes from.

**Benchmark: Demonstrate understanding of contracts and their application in the real world.**

Indicators: Explain the law's position on oral contracts.  
Identify which contracts must be in writing to be enforceable.  
Identify contracts that are unenforceable by the courts due to their improper objectives.  
Recognize the elements of a contract.  
Relate the requirements of a contract to real life situations.  
Determine when an agreement has been made.  
Discuss who has capacity to make a contract.



Identify necessary components of a contract.  
Discuss legality of agreements.  
Recognize the legal risks in contracts.  
Determine which contracts need to be in writing.  
Define *contract*.  
Identify the essential elements of a legally enforceable contract.  
Distinguish a valid from an invalid offer.  
Identify the events that can terminate an offer before it can be accepted.  
Explain the importance of complete and unconditional acceptance of an offer.  
Identify parties who may be excused from their contracts because they lack the contractual capacity to enter into them.  
Identify the circumstances that can legally excuse individuals from their contracts because their assent was not genuine.  
Define the legal definition of *consideration* and explain its importance.  
Distinguish what the law holds to be legally binding consideration from nonbinding consideration.  
Identify the exceptions that the law allows to its rule requiring consideration and explain why these exceptions are allowed.  
Explain how contractual obligations are discharged.  
Identify the remedies available for the breach of contractual duties.

**Benchmark: Recognize the difference between a crime and a tort and explain the elements of each type of crime and tort.**

Indicators: Determine elements of a criminal act.  
Demonstrate understanding of torts.  
Demonstrate the potential consequences under the law of torts.  
Define *tort law* and explain its relevance to other legal areas.  
Distinguish among the kinds of conduct that will bring on tort liability.  
Identify the crimes that most affect businesses.  
Recognize the torts that most directly affect businesses.  
Define a crime and apply that definition to actual facts.  
Recognize the purposes of the different stages of criminal procedure.  
Identify the constitutional protections and defenses available to those suspected or accused of crimes.

**Benchmark: Demonstrate an understanding of laws, which deal with commercial paper.**

Indicators: Explain the risks involved in the use of commercial paper.  
Identify the powers of mere holders or assignees in relation to an instrument.  
Determine which instruments are negotiable by whether or not they meet



the definitional requirements.  
Recognize the defenses to collection and evaluate their effectiveness.  
Identify the various commercial paper warranties and their effect.

**Benchmark: Recognize the impact of the use of technology relating to the study of law.**

Indicators: Discuss how our financial institutions enhance the use of commercial paper.  
Recognize how computers are used in the legal progress.  
Explain the effect of technology on the legal system.  
Describe the various types of technologies utilized in the legal profession.

**Benchmark: Demonstrate logical, critical, and creative thinking skills when dealing with law-related problems.**

Indicators: Analyze how the common law continues to develop.  
Use appropriate reference materials to present information.  
Plan activities and events with appropriate timeline and outcome.  
Use resources to achieve goals.  
Engage intensely in tasks, even when answers or solutions are not immediately apparent.

**Standard II. Develop communication, employability, and life-management skills. Students in Business Law should be able to ...**

**Benchmark: Recognize and demonstrate the appropriate skills utilized in the legal process to increase their effectiveness as an employee in a law-related field.**

Indicators: Research opportunities available in the field of law.  
Identify requirements for a law-related job.  
Demonstrate appropriate use of legal terminology.  
Describe the role of law-related careers in society.

**Benchmark: Recognize common responsibilities associated with the legal process, which will develop their effectiveness as a student, employee, and person.**

Indicators: Demonstrate the willingness to follow the guidelines and rules established by superiors.  
Demonstrate the ability to get along with others.  
Demonstrate respect for the rights and privileges of others.  
Demonstrate a willingness to support the rights of others.



No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

