

American Business Legal Systems

Primary Career Cluster:	Business Management & Administration
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C12H20
Prerequisite(s):	Computer Applications (C12X00)
Credit:	½
Grade Level:	10-12
Focus Elective Graduation Requirements:	Satisfies one-half credit in <i>U.S. Government</i>
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This course is available for elective credit in the <i>Business, Management & Administration</i> and <i>Law, Public Safety, Corrections & Security</i> career clusters.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org/
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	030, 033, 037, 039, 041, 052, 054, 055, 057, 152, 153, 158, 201, 202, 203, 204, 311, 430, 431, 432, 434, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/careerclusters/cte-cluster-business-management-administration.html . Best for All Central: https://bestforall.tnedu.gov/

Course-at-a-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, career exploration, and crafting an elevator speech
- Participate in DECA competitive events such as Business Law and Ethics Team Decision Making, Business Services Operations Research, Business Growth Plan, and Principles of Business Management and Administration
- Participate in FBLA competitive events such as Business Communication, Business Etiquette, Business Law, Business Plan, Client Service, Elevator Speech, Future Business Leader, Impromptu Speaking, Spreadsheet Applications, and Word Processing

For more ideas and information, visit Tennessee DECA at <https://www.decatn.org/> and Tennessee FLBA at <https://www.fblatn.org/>.

Using Work-based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 1** | On-the-job training in a business environment for students to develop knowledge and skills in human relations, safety, communication, and leadership.
- **Standard 4** | Integrated project with multiple interactions with government and legal professionals for students to gain expertise in the organization structures of various levels of government.
- **Standards 6, 8** | Guest speakers from business, government, and law to discuss contract law and domestic relations law and their effects on business.
- **Standard 7** | Integrated project with multiple interactions with business and industry professionals for students to practice implementing consumer protection laws.

- **Standards 10-11** | Guest speakers from business, government, and law to discuss government regulations, as well as agency law and employment law and the effects on business.

Course Description

The *American Business Legal Systems* course provides students with an understanding of the legal framework in which American business functions. The students will evaluate the influence of the free enterprise system in a democratic society on daily decisions. Students will analyze the alliance between capitalism and democracy and be better prepared to influence future decisions in the public and private sectors of the United States of America. (*Access to the Internet for research should be provided.*)

Course Standards

Standard 1.0

The student will develop and apply concepts related to human relations, safety, career development, communications and leadership skills for a global workplace.

The student will:

- 1.1 Develop sensitivity to personal, societal, corporate, and governmental responsibility to community and global issues.
- 1.2 Demonstrate the interpersonal, teamwork, and leadership skills needed to function in diverse business settings, including the global marketplace.
- 1.3 Communicate effectively as writers, listeners, and speakers in diverse social and business settings.
- 1.4 Apply the critical-thinking and soft skills needed to function in students' multiple roles as citizens, consumers, workers, managers, business owners, and directors of their own futures.
- 1.5 Analyze and follow policies for managing legal and ethical issues in organizations and in a technology-based society.
- 1.6 Investigate the lifelong learning skills that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling.
- 1.7 Assess personal skills, abilities, aptitudes and personal strengths and weaknesses as they relate to career exploration and apply knowledge gained from individual assessment to research and develop an individual career plan.
 - 1.8 Examine the goals and principles of Future Business Leaders of America.
- 1.9 Investigate online and office safety procedures and pass a written safety examination with 100% accuracy.
- 1.10 Demonstrate parliamentary procedure through office staff/chapter organizational meetings.
 - 1.11 Apply appropriate typography concepts to industry documents.

Sample Performance Task

- Design and produce a team project on legal and ethical issues that includes issues and penalties for plagiarism, copied data with permission and the process used in obtaining permission. Obtain formal permission for use of quotations, art form, design, music, and photographs. Develop and present a total team project utilizing various technology components and appropriate typography concepts

Standard 2.0

The student will analyze the Constitution as it relates to American business.

The student will:

- 2.1 Examine the historical background of the United States legal system.
- 2.2 Analyze the basic principles upon which the Constitution of the United States is based.
- 2.3 Demonstrate the role of constitutions in preventing abuse of governmental power.
- 2.4 Analyze the impact of the Constitution, Constitutional Amendments, and federal acts on American business practices.
- 2.5 Critique the effect of rule of law as it applies to business and employees.

Sample Performance Task

- Using scenarios (i.e., skits, debates, role-play activities), students will work in teams to perform the following:
 - Demonstrate the purposes of law.
 - Identify the sources of law and constitutional rights of U. S. citizens.
 - Demonstrate the way laws affect individuals as well as American business.
 - Compare and analyze the cause and effect of governmental regulation and deregulation.
 - Critique acts and proposed reformation of programs to evaluate governmental interaction.
 - Determine the effect of rule of law on business and employees.
 - Evaluation will be based on the accuracy of information gathered and reported. This will be determined through written or verbal evaluation.

Standard 3.0

The student will analyze ways the Bill of Rights protects the American citizen.

The student will:

- 3.1 Examine the basic freedoms guaranteed by the Bill of Rights.
- 3.2 Analyze the effect of laws on individual rights and freedoms.
- 3.3 Investigate the balance between the protection of individual rights and the general welfare of all citizens.

Sample Performance Task

- Research a legal case that demonstrates basic freedoms obtained by the Bill of Rights. Design and create an oral presentation, citing evidence to prove understanding within small groups.

Standard 4.0

The student will investigate the organizational structure of the executive, legislative, and judicial branches of federal, state, and local governments.

The student will:

- 4.1 Compare and contrast requirements and duties for the executive and legislative branches.
- 4.2 Examine the process for proposing and passing legislation.
- 4.3 Examine the function of the judicial system as it relates to the executive and legislative branches.

- 4.4 Relate the duties and requirements for serving in state and local governments.
- 4.5 Analyze the function of a system of checks and balances.

Sample Performance Task

- Research and prepare a visual display showing requirements and current members of the federal executive and legislative branches and of state and local governing bodies.
- Design an effective representation of steps necessary to have a student written bill passed.
- Dramatize the process in a mock legislative session utilizing ethical practice and procedural law.

Standard 5.0

The student will connect ethics, law, the court system, and substantive and procedural law.

The student will:

- 5.1 Compare the relationship between ethics and the law.
- 5.2 Analyze the structure of federal, state, and local courts in the American legal system.
- 5.3 Connect the role of the juvenile court with the role of other courts within a state, territory, or province.
- 5.4 Differentiate between substantive and procedural law.

Sample Performance Task

- Examine a newspaper or a magazine article involving a legal issue. Display and present an explanation of the article. Differentiate between the ethical and legal points in the article. What were the legal points raised in the article? What were the ethical points in the article? Explain how a better understanding of the difference between ethics and the law would have been helpful. Would the article have been better presented if it were divided into two articles—one article looking at the issue from a legal vantage point and another looking at the issue from an ethical vantage point. Evaluation will be based on the presentation and a short written report.

Standard 6.0

The student will apply the concepts of contract law.

The student will:

- 6.1 Analyze the essential parts of a contract.
- 6.2 Analyze the different classifications of contracts.
- 6.3 Compare requirements of an offer and an acceptance.
- 6.4 Analyze requirements for valid consideration.

Sample Performance Task

- Each student will compose a list of contractual relationships entered into during a previous time period (i.e., buying clothes, renting a video, ordering food in a restaurant, buying gas, agreeing to baby sit, etc.). The student will differentiate between the implied and expressed (contracts and those that are bilateral and unilateral. The class will be divided into student teams that will discuss and evaluate the accuracy of the classification of contracts.

Standard 7.0

The student will analyze laws for the protection of the consumer.

The student will:

- 7.1 Identify consumer laws that regulate consumer protection.
- 7.2 Investigate consumer laws that regulate consumer credit.
- 7.3 Differentiate the law of sales from various transactions relating to sales.

Sample Performance Task

- Student groups will create a brochure marketing new consumer protection. Students will present findings via multimedia application within small groups.

Standard 8.0

The student will examine domestic relations laws.

The student will:

- 8.1 Analyze legal considerations in marriage.
- 8.2 Analyze legal considerations in divorce.
- 8.3 Analyze legal considerations in child custody.
- 8.4 Analyze legal considerations in domestic abuse, child abuse, neglect or other related issues to domestic abuse.

Sample Performance Task

- Contrast the age requirements for marriage with respect to different states.

Standard 9.0

The student will analyze the functions of commercial paper, insurance, secured transactions, and bankruptcy.

The student will:

- 9.1 Apply correct procedures for borrowing money with secured transactions.
- 9.2 Evaluate criteria used in making wise decisions when purchasing on credit.
- 9.3 Analyze types of negotiable instruments, including commercial paper.
- 9.4 Relate the purchase of insurance to specific individual needs.
- 9.5 Examine bankruptcy laws.

Sample Performance Task

- Students will complete a simulation that employs the use of commercial paper or other negotiable instruments, (i.e., certified checks, cashier's checks, bank drafts, money orders, and /or traveler's checks).

Standard 10.0

The student will examine business organizations and government regulations.

The student will:

- 10.1 Compare and contrast the four types of business organizations.
- 10.2 Analyze ways legislation affects business organizations.

Sample Performance Task

- Students will create presentations (i.e., chart, poster, interactive multimedia, and verbal/written), that lists legislative acts that affect businesses, the provisions of each act, and those organizations protected under the acts.

Standard 11.0

The student will analyze the role and importance of agency law and employment law as they relate to the conduct of business.

The student will:

- 11.1 Demonstrate an understanding of the nature of an agency relationship.
- 11.2 Analyze the different types of agents.
- 11.3 Analyze the duties of the employer.
- 11.4 Analyze the duties of the employee.
- 11.5 Interpret the impact of legislation on worker benefits, employment conditions, and employee rights.

Sample Performance Task

- Clip and critique newspaper and/or magazine articles about incidents or court cases that deal with employment issues. Analyze the cases or issues. Students will then debate their findings in small groups showing understanding of the concepts demonstrated.

Standard 12.0

The student will analyze the legalities that apply to personal property, real property, and estate planning.

The student will:

- 12.1 Investigate items that are considered personal property.
- 12.2 Determine the characteristics of items that would deem them real property.
- 12.3 Analyze the various components of estate planning and determine when estate planning is advisable.

Sample Performance Task

- Analyze case studies related to real and personal property.

Standard 13.0

Analyze the American business and legal systems compared to other global business and legal systems.

The student will:

- 13.1 Investigate types of legal systems that are different from the U.S. system.
- 13.2 Analyze business law and practices in other countries which are different than the US practices.
- 13.3 Examine laws and practices related to the import and export of goods and services (trade agreements, protectionism, trade balance).
- 13.4 Assess the role of trade agreements and international legal and political bodies in the resolution of trade disputes.

Sample Performance Task

- Debate the advisability of imposing a tariff on a given product. Simulate one country taking a trade dispute to the International Court of Justice against the practices of another country.