

Unit 7: The Law of Contracts

Content Area: **CTE/Business**
Course(s): **Business Law 2**
Time Period: **Sept-Jan/Feb-June**
Length: **60 Days**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Business Law II

Unit 7-The Law of Contracts

Grades 9-12

56 Ralph Street

Belleville, NJ 07109

Prepared by: Gerard V. Ross

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

Unit Overview

In this unit students will discover the legal effect of binding agreements between individuals and businesses. Students will learn the basic elements of contract law and the legal obligations of binding contractual agreements. Students will learn what constitutes a breach of contract and remedies available to correct a breach of contract. Students will also comprehend how duress, undue influence, mistake, misrepresentation, and fraud render contracts unenforceable. Students will study the elements required to form a contract and describe the requirements of an offer. Describe the various ways to end offers. Explain how an offeree can ensure an offer will remain open. Discuss the requirements of an effective acceptance and determine at what point in time an acceptance is effective. Identify the two key elements in undue influence and recognize the types of mistakes that can make a contract voidable or void. List the criteria for a statement to be treated as a misrepresentation and define fraud and describe the remedies for it. Students will consider the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. Students will identify the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. Students will discuss the responses of the United States and other nations to the violation of human rights that occurred throughout history and the role of the civil court system in addressing those issues. Students will evaluate the government response to climate change and the effects of global warming on environment and the civil remedies available to correct those issues.

Enduring Understanding

Agreements between individuals and businesses, which are enforceable in a court of law, are the foundation of global economic activity. Students will realize the value of binding contractual agreements between individuals and companies producing and consuming goods and services. This information will enable students to enhance their lives as citizens, workers, and consumers. All

people have the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. Appreciation for the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. Recognize the responsibilities of the United States and other nations to respond to the violation of human rights that occurred during the Holocaust and other genocides. Recognize the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. Evaluate the government response to climate change and the effects of global warming on environment.

Essential Questions

- What is a contract?
- What are the elements of a contract?
- What are the requirements of an offer?
- How can an offer be terminated by the offeror and/or offeror?
- How can offers be kept open?
- What are the requirements of acceptance?
- What is a genuine agreement?
- When does duress occur and what effect does it have on a contract?
- What is undue influence and what effect does it have on a contract?
- What effect does mistake, misrepresentation and fraud have on a contract?

Exit Skills

By the end of Unit 7 students will demonstrate the ability to;

- List the elements required to form a contract
- Describe the requirements of an offer
- Describe the various ways to end offers
- Explain how an offeree can ensure an offer will remain open
- Discuss the requirements of an effective acceptance
- Determine at what point in time an acceptance is effective
- Recognize when genuine assent is not present
- Identify the two key elements in undue influence
- Recognize the types of mistakes that can make a contract voidable or void
- List the criteria for a statement to be treated as a misrepresentation
- Define fraud and describe the remedies for it

New Jersey Student Learning Standards (NJSL)

markets, and affected the environment in New Jersey and the nation.

Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.

SOC.6.1.12.EconNE.5.b

Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

SOC.6.1.12.GeoHE.14.a

Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

SOC.6.1.12.HistorySE.14.a

Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

TECH.9.4.12.DC.3

Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).

Interdisciplinary Connections

LA.RH.9-10.1

Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LA.RL.9-10.1

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RH.9-10.3

Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

LA.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LA.RI.9-10.1

Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LA.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

TECH.9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

TECH.9.4.12.CI.2

Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

TECH.9.4.12.CI.3

Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

TECH.9.4.12.CT.1

Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

TECH.9.4.12.CT.2

Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Learning Objectives

- List the elements required to form a contract
- Describe the requirements of an offer
- Describe the various ways to end offers
- Explain how an offeree can ensure an offer will remain open
- Discuss the requirements of an effective acceptance
- Determine at what point in time an acceptance is effective
- Recognize when genuine assent is not present
- Identify the two key elements in undue influence
- Recognize the types of mistakes that can make a contract voidable or void
- List the criteria for a statement to be treated as a misrepresentation
- Define fraud and describe the remedies for it

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|-----------|---------------|-------------|---------------|-----------|-------------|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |



Suggested Activities & Best Practices

- Use of the e-learning platform using web based services for classroom management and lesson delivery
- Reading and outlining text and other e-material
- Using outline templates and PowerPoint presentations to reinforce student outlines
- Teacher oriented class discussion
- Reaction Papers addressing legal topics and current event issues
- Answering Discussion Questions and Unit/Lesson assessment questions
- Legal Vocabulary Review
- Unit specific Case Study exercises such as;
 - Carlill v. Carbolic Smoke Ball Co.
- Analyze and discuss legislation, policy making, case law, and current event issues addressing;
 - The effects of global warming on the environment
 - The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people
 - The Holocaust and genocides and the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens

- The contributions of African-Americans to our country

Assessment Evidence - Checking for Understanding (CFU)

- Students will create outlines that will be reviewed and revised based on PowerPoint Presentation and class discussions- Alternate assessment
 - Checklists and the E-learning platform will be used to review student work for comprehension and understanding
 - Unit test-Summative Assessment
 - Evaluation rubrics for writing, oral presentations-Formative Assessment
 - Engage in Mock Trial debate of Constitution based legal issues-Benchmark Assessment
 - Mock Trial Project-benchmark assessment
-
- Common Benchmarks
 - Compare & Contrast
 - Create a Multimedia Poster
 - Define
 - Describe
 - Evaluate
 - Evaluation rubrics
 - Exit Tickets
 - Explaining
 - Illustration
 - Journals
 - Multimedia Reports
 - Newspaper Headline
 - Outline
 - Question Stems
 - Quickwrite
 - Quizzes
 - Self- assessments
 - Socratic Seminar
 - Study Guide
 - Teacher Observation Checklist
 - Think, Pair, Share
 - Think, Write, Pair, Share
 - Top 10 List
 - Unit review/Test prep
 - Unit tests
 - Web-Based Assessments

- Written Reports

Primary Resources & Materials

- E-Textbook: Law for Business and Personal Use
- Access to Legal periodicals such as NJSBF Legal Eagle and database resources such as Newsela, Mackin Educational Resources
- Internet access for legal research on current event issues
- Presentation tools such as a Smart T.V.
- E-Learning Platform (Student Information Systems i.e. Power School/Schoology)

Ancillary Resources

- BHS Courtroom
- BHS Law Library
- Video equipment for recording courtroom trials and activities

Technology Infusion

- Access to a cloud-based Student Information System (i.e. PowerSchool) and learning management system (i.e. Schoology)
- Presentation tools to aid in multimedia lesson delivery (i.e. Smart T.V.)
- Chromebooks for student use
- Video/Audio equipment for recording and reviewing courtroom presentations

What Tec

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

| | |
|-------------------|---|
| WRK.9.2.12.CAP.1 | Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession. |
| WRK.9.2.12.CAP.2 | Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. |
| WRK.9.2.12.CAP.3 | Investigate how continuing education contributes to one's career and personal growth. |
| WRK.9.2.12.CAP.4 | Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. |
| WRK.9.2.12.CAP.6 | Identify transferable skills in career choices and design alternative career plans based on those skills. |
| WRK.9.2.12.CAP.10 | Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans). |
| WRK.9.2.12.CAP.17 | Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice. |

21st Century Skills/Interdisciplinary Themes

- Critical Thinking and Problem Solving
 - Information Literacy
 - Media Literacy
 - Life and Career Skills
 - Creativity and Innovation
-
- Communication and Collaboration
 - Creativity and Innovation
 - Critical thinking and Problem Solving

- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Global Awareness
 - Financial, Economic, Business and Entrepreneurial Literacy
 - Civic Literacy
 - Environmental Literacy
-
- Civic Literacy
 - Environmental Literacy
 - Financial, Economic, Business and Entrepreneurial Literacy
 - Global Awareness

Differentiation

- Students will be given additional time for completion of assignments or assessments
- Cooperative grouping to enhance and elevate student productivity during legal research projects such as mock trial hearings
- Use of visual and auditory presentations to introduce and support lesson delivery
- Use of web based resources and databases that provide structured reading levels and read aloud options

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology

- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Students will work in cooperative groups to prepare Unit outline

- Students will use Unit outline to complete Unit assignments and assessments
 - Students will work cooperatively to resolve legal disputes involving contract law using Legal Reasoning problem solving skills
-
- printed copy of board work/notes provided
 - additional time for skill mastery
 - assistive technology
 - behavior management plan
 - Center-Based Instruction
 - check work frequently for understanding
 - computer or electronic device utilizes
 - extended time on tests/ quizzes
 - have student repeat directions to check for understanding
 - highlighted text visual presentation
 - modified assignment format
 - modified test content
 - modified test format
 - modified test length
 - multi-sensory presentation
 - multiple test sessions
 - preferential seating
 - preview of content, concepts, and vocabulary
 - Provide modifications as dictated in the student's IEP/504 plan
 - reduced/shortened reading assignments
 - Reduced/shortened written assignments
 - secure attention before giving instruction/directions
 - shortened assignments
 - student working with an assigned partner
 - teacher initiated weekly assignment sheet
 - Use open book, study guides, test prototypes

English Language Learning (ELL)

- Students will work with a peer tutor on Unit assignments and assessments
 - Assignments will be modified to enable students to focus on selected objectives such as legal vocabulary by providing a glossary
 - Students and teacher will use translation apps to enable students to focus on selected objectives such as legal vocabulary
-
- teaching key aspects of a topic. Eliminate nonessential information
 - using videos, illustrations, pictures, and drawings to explain or clarify

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Students will be provided with Unit PowerPoint study guide
 - Students will be allowed to use study guide/outline on Unit assessments
 - Alternate assessments will be used such as Reaction Papers and serving as a student juror during contract dispute mock trial
-
- allowing students to correct errors (looking for understanding)
 - teaching key aspects of a topic. Eliminate nonessential information
 - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
 - allowing students to select from given choices
 - allowing the use of note cards or open-book during testing
 - collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
 - decreasing the amount of work presented or required
 - having peers take notes or providing a copy of the teacher's notes
 - marking students' correct and acceptable work, not the mistakes
 - modifying tests to reflect selected objectives
 - providing study guides
 - reducing or omitting lengthy outside reading assignments
 - reducing the number of answer choices on a multiple choice test
 - tutoring by peers
 - using authentic assessments with real-life problem-solving
 - using true/false, matching, or fill in the blank tests in lieu of essay tests
 - using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Students will use Legal Reasoning problem solving skills to resolve legal disputes
 - Demonstrate self-directed learning, thinking, research, and communication skills
 - Look for extension ideas that challenge the student to delve deeper into the subject
 - Students will identify current legal issues and debate both in favor of and opposed to the issue.
 - Students will lead threaded discussions on various legal topics
 - Students will work in groups to represent each side of legal dispute and present arguments to student jurors
-
- Above grade level placement option for qualified students
 - Advanced problem-solving
 - Allow students to work at a faster pace
 - Cluster grouping
 - Complete activities aligned with above grade level text using Benchmark results
 - Create a blog or social media page about their unit
 - Create a plan to solve an issue presented in the class or in a text
 - Debate issues with research to support arguments
 - Flexible skill grouping within a class or across grade level for rigor
 - Higher order, critical & creative thinking skills, and discovery
 - Multi-disciplinary unit and/or project
 - Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
 - Utilize exploratory connections to higher-grade concepts
 - Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name:

Unit 7 The Law of Contracts

NJSLS:

See Standards Listed Below

Interdisciplinary Connection:

Critical Thinking

Problem Solving

Reading- Informative text/vocabulary

Writing-analysis/evaluation

Statement of Objective:

SWDAT utilize effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment **by** reading Ch. 7 Hot Debate and applying Legal Reasoning to resolve legal disputes. Students will answer the two Hot Debate questions and will complete the assignment with 90% accuracy. Students will analyze legislation and case law on women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities and how these groups have contributed to the American economy, politics and society. Students will assess the responses of the United States and other nations to the violations of human rights throughout history comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred

whenever and wherever it happens. Students will evaluate the government response to climate change and the effects of global warming on environment.

Anticipatory Set/Do Now:

Read Ch. 7 Hot Debate

Learning Activity:

T/O class discussion/PPT; Answer Ch. 7 Hot Debate questions; Read and Outline Ch. 7-1.

Student Assessment/CFU's:

Hot Debate and Class Discussion Responses

Use of web based resources and databases that provide structured reading levels and read aloud options

Reaction Papers

Summative and Formative Assessments

Materials:

E-Textbook

E-Learning Platform (Student Information System, i.e. Power School/Schoology)

Presentation tools to aid lesson delivery (i.e. Smart TV, PowerPoint)

Lap-Tops for students

21st Century Themes and Skills:

Critical Thinking and Problem Solving

Financial, Economic, Business and Entrepreneurial Literacy

Differentiation:

Use of visual and auditory presentations to introduce and support lesson delivery

Use of web based resources and databases that provide structured reading levels and read aloud options

Cooperative grouping to enhance and elevate student productivity during legal research projects

Integration of Technology:

Presentation tools to aid lesson delivery (i.e. Smart TV, PowerPoint)

E-learning platform

| | |
|-------------------|--|
| PFL.9.1.2.RM | Risk Management and Insurance |
| WRK.9.2.12.CAP.2 | Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. |
| WRK.9.2.12.CAP.3 | Investigate how continuing education contributes to one's career and personal growth. |
| WRK.9.2.12.CAP.4 | Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. |
| WRK.9.2.12.CAP.6 | Identify transferable skills in career choices and design alternative career plans based on those skills. |
| WRK.9.2.12.CAP.12 | <p>Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p>Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.</p> |