Unit 7: The Law of Contracts Copied from: Business Law 2, Copied on: 02/21/22

Content Area: **CTE/Business**
Course(s): **Business Law 2**
Time Period: **Sept-Jan/Feb-June**
Length: **30 Days**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Business Law II

Grades 10-12

The Law of Contracts

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Gerard V. Ross, Law Related Education Teacher

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. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

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.

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.

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;

- Identify and define a legally binding agreement.
- List and explain the elements of a contract.
- List and explain the requirements of an offer.
- Explain how an offer can be terminated by the offeror and/or offeree.
- Differentiate between options and firm offers and identify when they can be used.
- List and explain the requirements of acceptance?
- Identify and define duress, undue influence, mistake, misrepresentation and fraud and explain what effect they have on the enforceability of a contract?
- Enter into contractual agreements to enable them to be active citizens, workers, and consumers.

New Jersey Student Learning Standards (NJSLS)

9.3.LW-LEG	Legal Services
9.3.LW-LEG.1	Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.
9.3.LW-LEG.2	Interpret nonverbal communication cues in order to discern facts from fabrication.

9.3.LW-LEG.3	Produce written legal materials using writing strategies applicable to the legal services environment.
9.3.LW-LEG.4	Apply information technology tools to perform daily tasks assigned to legal services professionals.
9.3.LW-LEG.6	Use legal terminology to communicate within the legal services community.
9.3.LW-LEG.7	Compare and contrast different career fields in the legal services.

Interdisciplinary Connections

9.3.12.FN.1	Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.
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.9-10.1	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.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.
PFL.9.1.12.A	Income and Careers
PFL.9.1.12.B	Money Management
PFL.9.1.12.C	Credit and Debt Management
PFL.9.1.12.D	Planning, Saving, and Investing
PFL.9.1.12.E	Becoming a Critical Consumer
PFL.9.1.12.E.6	Evaluate written and verbal contracts for essential components and for obligations of the lender and borrower.
PFL.9.1.12.F	Civic Financial Responsibility

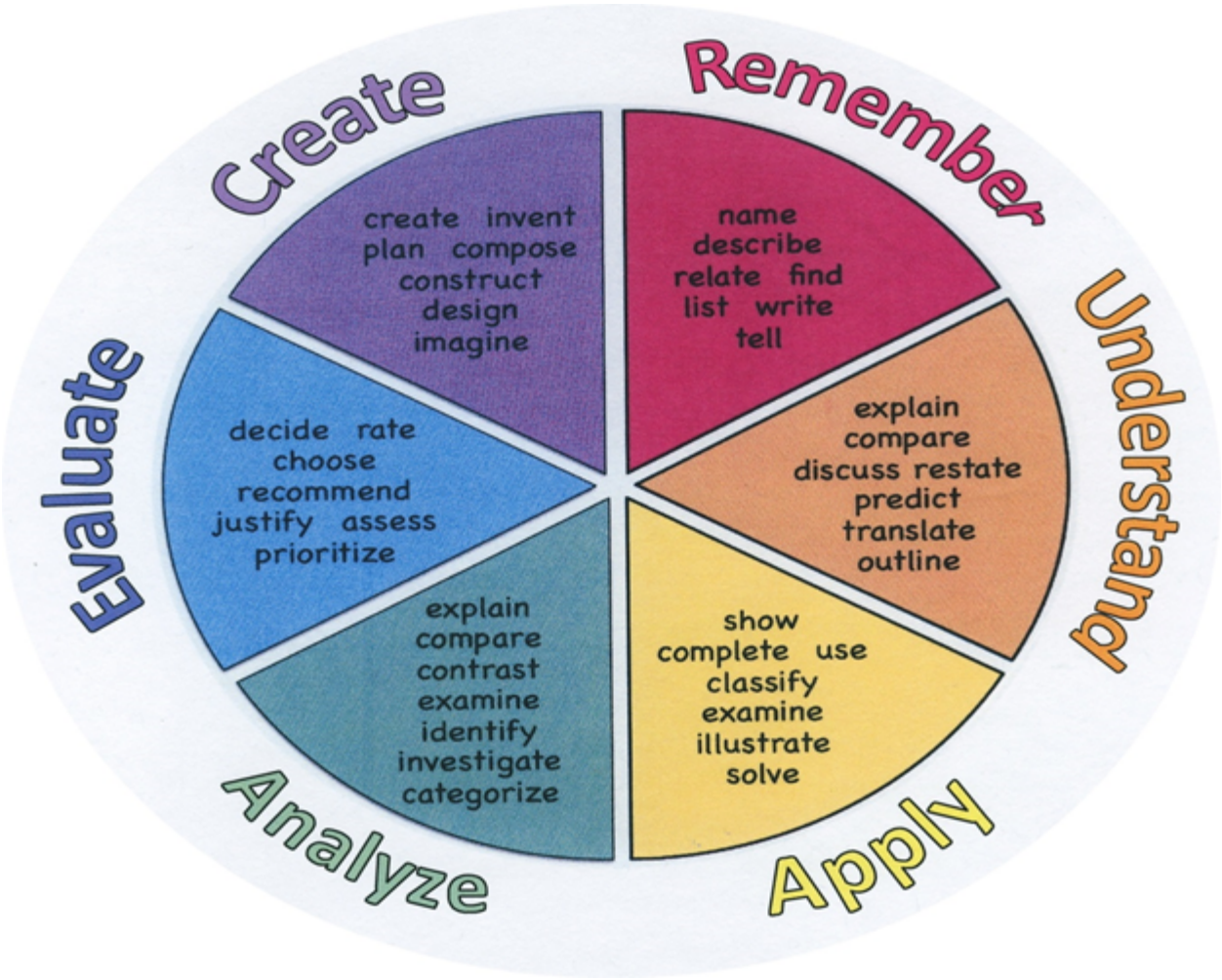
Learning Objectives

- Identify and define a legally binding agreement.

- List and explain the elements of a contract.
- List and explain the requirements of an offer and acceptance.
- Explain how an offer can be terminated by the offeror and/or offeree.
- Differentiate between options and firm offers and identify when they can be used to benefit the consumer.
- Identify and define duress, undue influence, mistake, misrepresentation and fraud and explain what effect they have on the enforceability of a contract?
- Enable students to read, comprehend and write contractual agreements to enable them to be active citizens, workers, and consumers.

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

- Reading and outlining text
- Teacher oriented class discussion
- Use of PowerPoint to reinforce outlines
- Reaction Papers
- Answering questions
- Vocabulary
- Analyze Real Cases
- Write a contract and interpret its terms

Assessment Evidence - Checking for Understanding (CFU)

- Students will create outlines that will be reviewed and revised based on PowerPoint Presentation and class discussion-alternate assessment
- Checklists and Google Classroom will be used to review student work for comprehension and understanding
- Reviewing Reaction Papers of Contract Law case studies and observation during ensuing class discussion
- Unit test-summative assessment
- Explaining-formative assessment
- Write a contract and interpret its terms-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

- Textbook
- internet
- PowerPoint software
- Handouts
- Smart T.V.
- Mock Trial Materials

Ancillary Resources

BHS Courtroom

BHS Law Library

Technology Infusion

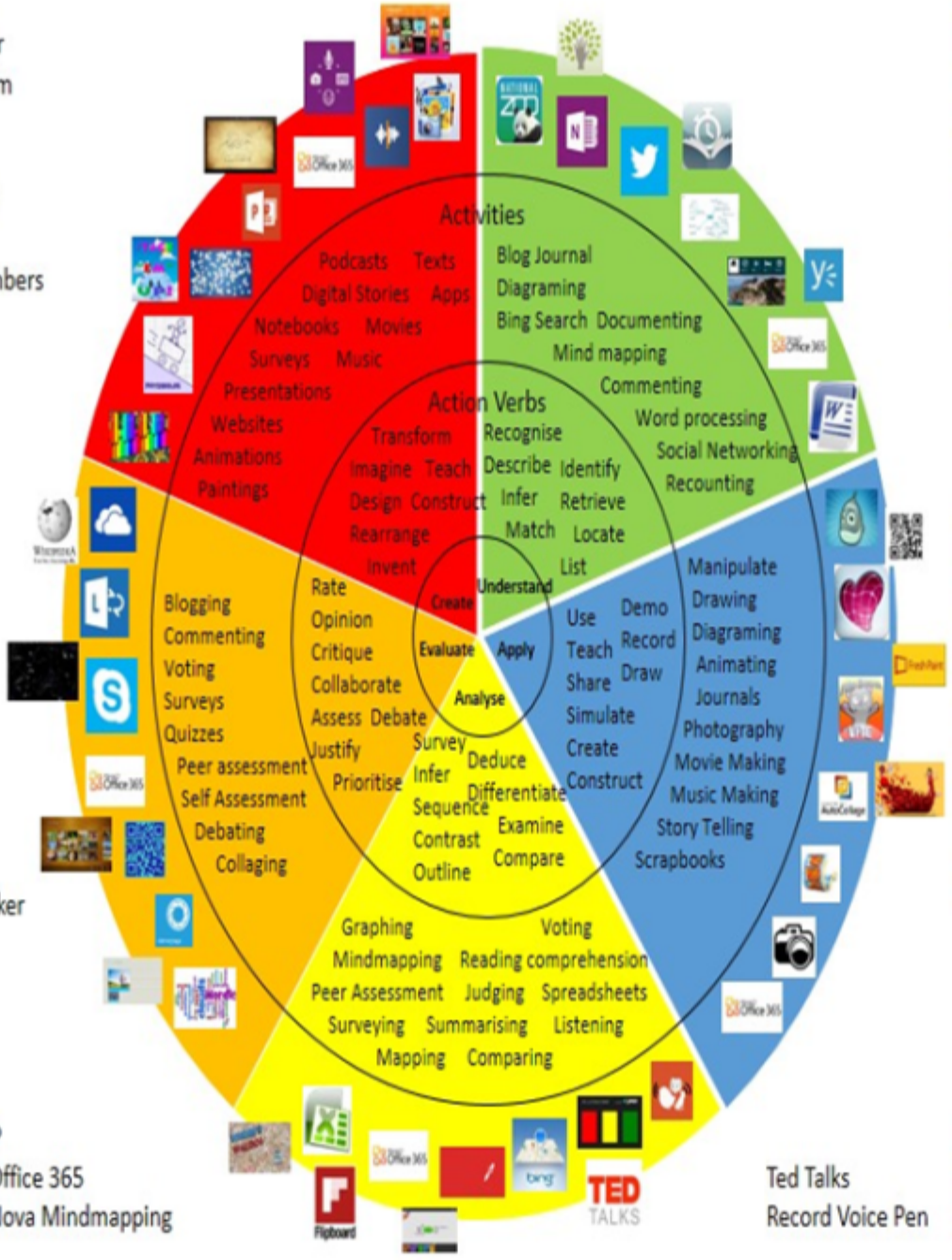
- Internet research on origins of U.S. Legal System
- PowerPoint presentations used for lesson delivery
- Smart T.V.
- Chromebooks
- E-Learning Platform (Google Classroom)
- Video/Audio equipment for recording and reviewing courtroom presentations

What **Tec**

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

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.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.

21st Century Skills/Interdisciplinary Themes

- 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

- 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 trials
- Use of visual and auditory presentations (i.e. PowerPoint, video clips, pictures) to introduce and support lesson delivery

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 clarif
- 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 workpresented 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 workpresented 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 contract disputes
- Students will work in groups to represent each side of a disputed contract 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 (Offer and Acceptance)

NJSLS:
See Link 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.

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:
See Link Below

Materials:
Textbook
Internet
PowerPoint
Lap-Tops

21st Century Themes and Skills:
See Link Below

Differentiation:
See Link Below

Integration of Technology:
PowerPoint
Internet
Class Webpage