

Unit 03: Contract Law (3 Weeks)

Content Area: **Template**
Course(s):
Time Period:
Length: **Semester**
Status: **Published**

Standards Alignment

CRP.K-12.CRP2.1 Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

New Jersey Student Learning Standards

AAAA.K-12.1 Inquire, think critically, and gain knowledge.
AAAA.K-12.1.1 Skills
AAAA.K-12.1.1.4 Find, evaluate, and select appropriate sources to answer questions.

Integration of Career Readiness, Life Literacies and Key Skills

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.CRP3 Attend to personal health and financial well-being.
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.CRP9 Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10 Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11 Use technology to enhance productivity.
CRP.K-12.CRP12 Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.12 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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.

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

	Key Ideas and Details
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.RI.11-12	Reading Informational Text Key Ideas and Details
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.K-12.NJSLSA.SL	Speaking and Listening Comprehension and Collaboration
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy New Section

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale
The purpose of this unit...

Knowing the difference between a tort and a crime will help to understand the option if a person has been victimized.

Meaning

Essential Questions

Essential Questions

What is a contract?

What are the different classes of contracts?

How to contracts come to an end?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

A tort is not a crime against society.

A tort is a wrong one person against commits against another person.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

1. The nature and importance of contracts
2. The elements of a valid contract
3. How offers are legally terminated

Skills

Skills

Student will be skilled at ...

1. Explaining the requirements of a valid contract
2. Recognizing the requirements of acceptance
3. Distinguishing the difference in an offer, an invitation to negotiate, an acceptance and a counteroffer

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Business and Personal Law teacher textbook

Business and Personal Law student book

workbook

internet you tube documentary

Formative Assessment Strategies

Formative Assessment Strategies

Oral and or written responses

Quizzes

Tests

Participation

Workbook activities

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Chapter assessment

apply and debate cases

group discussion

law vocabulary

notes

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for

students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the

instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.