

Unit Two - Contract Law

Content Area: **21st Century Life & Careers**
Course(s): **Business and Consumer Math**
Time Period: **Semester 1**
Length: **3 weeks**
Status: **Published**

Unit Introduction

This Unit will cover the following:

Chapter 4-What is a contract

Chapter 5-Elements of a contract

Chapter 6-How Contracts come to an End

Standards

Not sure where they are located....

9.1.12A, 9.1.12.C, 9.2.12.E, 9.4.12.L(1),9.1.12.C,9.2.12.F

Essential Questions

What is a contract and what is the importance?

When does a promise become a contract?

Why is there a distinction between contracts with a minor and contracts with an adult? What are the elements needed to create a contract?

Content / Skills

Analyze six elements of a contract

Explain and discuss how contracts arise and end

Identify what constitutes a contract to be voidable

Analyze the rights of minors when forming a contract

List, define and discuss fraud and associated penalties

Differentiate between express and implied contract, unilateral and bilateral contracts, and oral and written contracts Identify valid contracts

Instructional Plan (Daily Learning Activities)

Journal entries responses

Respond to contract questions

Research contracts to evaluate defective agreements Obtain articles on contracts

Read articles on fraud

Mock trial/Debates

Monitoring Strategies / Assessment of Learning

Tests, quizzes, project, journal responses, participation (Group/Individual), assignments, activities, worksheets

Differentiation

- Alternative Assessments
- Choice of Activities
- Independent Research and Projects
- Leveled Rubrics

Integration of Technology

TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
TECH.8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

TECH.8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
TECH.8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
TECH.8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
TECH.8.2.12.C.7	Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

21st Century

21st Century Themes

- Business, Financial, Economic, and Entrepreneurial Literacy
- Civic Literacy
- Global Perspectives

21st Century Skills

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

Interdisciplinary Connections

- Business
- Computers
- English
- Science
- Social Studies

