

Grade: 9-12		Subject: Business Law	
Materials: N/A		Technology Needed: Projector Computer for class	
Lesson Plan Template			
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic Explain: Students will be doing turn and talks throughout the lesson. They will be asked to share what was talked about it their group, if willing. They are going to search laws on the internet.	
Standard(s) 2.1a.1.1 Define law 2.1a.1.2 Define ethics 2.1a.1.3 Explain a person’s responsibility to obey the law 2.1a.1.4 Identify ethical character traits and values (e.g. honesty, integrity, compassion and justice)		Differentiation Below Proficiency: Student can explain what a law is and what is ethical behavior with 2 or less prompts. Above Proficiency: Student can give examples of what a law is and why people follow laws. Student can give examples of what is ethical behavior. Approaching/Emerging Proficiency: Student can explain what a law is and ethical behavior without any prompts. Modalities/Learning Preferences: Visual/Spatial, Verbal Linguistic, Interpersonal	
Objective(s) Students can recall the definitions of law and ethics. Students can explain why people obey the law. Students can identify ethical characteristics and who instills our ethical principles. Bloom’s Taxonomy Cognitive Level: Knowledge Comprehension			
Classroom Management- (grouping(s), movement/transitions, etc.) 3 to a group Turn and Talks		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) - Grouping expectations - Turn and Talk Partners - Retrieving computers - Noise level will remain at a minimum	
Minutes	Procedures		
5	Set-up/Prep: Pull up slideshow or write bell ringer on board Pull up Menti Stand by door and welcome students Reassure it is going to be a good day!		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Bell Ringer question: Turn and talk		
25	Explain: (concepts, procedures, vocabulary, etc.) Laws- definition Turn and Talk: What are some examples of laws in the United States? Funny, strange laws look up Why do we follow the laws that are set in place? Ethics-definition Who installs our ethics or moral principles? Whose job is it if parents are not in the equation? What are examples of good ethical behavior? Ethical characteristics- Menti		

Lesson Plan Template

10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Menti Word Cloud- ethical character traits and values Discuss the students inputs</p>
5	<p>Review (wrap up and transition to next activity): Question: What are 2 questions they have about today's lesson?</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. What are 2 questions they have about today's lesson? Sharing of Turn and Talk discussions</p> <p>Consideration for Back-up Plan: Write the two questions down on a piece of paper</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p style="text-align: center;">If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

Grade:9-12	Subject: Business Law				
Materials: N/A	Technology Needed: Projector Computers for class				
<p>Instructional Strategies:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling </td> </tr> </table>	<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<p>Guided Practices and Concrete Application:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic </td> </tr> </table>	<input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<input type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling				
<input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic				
<p>Standard(s) 2.1a.1.6. Explain the relationship between law and ethics 2.1a.1.8 Distinguish unethical behavior from illegal conduct</p>	<p>Differentiation</p> <p>Below Proficiency: Student explain the relationship between law and ethics with 2 or more prompts</p> <p>Above Proficiency: Student can explain the relationship between law and ethics, distinguish between the two while analyzing case studies.</p> <p>Approaching/Emerging Proficiency: Student can explain the relationship between law and ethics but has difficulties distinguishing between the two while analyzing case studies.</p> <p>Modalities/Learning Preferences: Visual/Spatial, Verbal Linguistic, Interpersonal</p>				
<p>Objective(s) Student can explain the relationship between law and ethics Student can analyze case studies and distinguish if there was unethical behavior taking place or illegal conduct. Student can create a case study to share with peers based on either unethical behavior or illegal conduct taking place.</p> <p>Bloom's Taxonomy Cognitive Level: Application Analysis Evaluation</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> - Grouping expectations - Turn and Talk Partners - Retrieving computers - Noise level will remain at a minimum 				
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>3 to a group Turn and Talks</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> - Grouping expectations - Turn and Talk Partners - Retrieving computers - Noise level will remain at a minimum 				

Lesson Plan Template

Minutes	Procedures		
5	Set-up/Prep: Pull up slideshow or write bell ringer on board Stand by door and welcome students Reassure it is going to be a good day!		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Bell Ringer Question: Can someone break a law and still have ethical behavior? Turn and Talk		
10-15	Explain: (concepts, procedures, vocabulary, etc.) Group up students - No more than 3 in a group Have students read the case study on the board Give students time to read the case studies and then discuss each case study as a class Determine whether there is unethical or illegal behavior taking place		
20-25	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students are going to create their own case study in their group 1-2 paragraph description of a scenario where there is either an unethical or illegal activity taking place in the workplace		
5	Review (wrap up and transition to next activity): Have students share their case study/scenario with the teacher		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Checking in with groups by walking around and asking them about their case study Consideration for Back-up Plan: </td> <td style="width: 50%; vertical-align: top;"> Summative Assessment (linked back to objectives) End of lesson: Students will submit their case study to the teacher. The case study must describe an unethical or illegal activity in the workplace. Students must also provide a paragraph on a solution or action plan to help end the unethical dilemma. Students will be graded based off a rubric. If applicable- overall unit, chapter, concept, etc.: </td> </tr> </table>		Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Checking in with groups by walking around and asking them about their case study Consideration for Back-up Plan:	Summative Assessment (linked back to objectives) End of lesson: Students will submit their case study to the teacher. The case study must describe an unethical or illegal activity in the workplace. Students must also provide a paragraph on a solution or action plan to help end the unethical dilemma. Students will be graded based off a rubric. If applicable- overall unit, chapter, concept, etc.:
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Checking in with groups by walking around and asking them about their case study Consideration for Back-up Plan:	Summative Assessment (linked back to objectives) End of lesson: Students will submit their case study to the teacher. The case study must describe an unethical or illegal activity in the workplace. Students must also provide a paragraph on a solution or action plan to help end the unethical dilemma. Students will be graded based off a rubric. If applicable- overall unit, chapter, concept, etc.:		
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): 			

Lesson Plan Template

Business Law

Group Members: _____

15 points

	Distinguished	Proficient	Below Proficient	Developing
Identification of the main issues/problems 5 Points	Identifies and understands the main issues in the case study.	Identifies and understands most of the main issues in the case study.	Identifies and understands some of the issues in the case study.	Identifies and understands few of the issues in the case study.
Analysis of the Issues 5 Points	Insightful and thorough analysis of all the issues.	Thorough analysis of most of the issues.	Superficial analysis of some of the issues in the case.	Incomplete analysis of the issues.
Comments on effective solutions/strategies. 5 Points	Well documented, reasoned and appropriate comments on solutions or proposals for the case study.	Appropriate, well thought out comments about solutions for most of the issues in the case study.	Superficial and/or inappropriate solutions to some of the issues in the case study.	Little to no action suggested, and/or inappropriate solutions to all of the issues in the case study.