Springfield Public Schools
Springfield, New Jersey 07081

Business Law
Grades 10-12

Curriculum Guide

2025

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved August 25, 2025

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 21
Introduced By: Mrs. Turnbull
Seconded By: Mrs. Murphy
Adopted: August 25, 2025

Curriculum Update

To approve the following curriculum revisions:

a. Elementary School Level
   1. Grade K Art
   2. Grade 1 Music
   3. Grade 2 Music
   4. Grade 4 Art
   5. Grade 4 Instrumental Music
   6. Grade 4 Vocal/General Music
   7. Gifted & Talented through Art K-5

b. Middle School Level
   1. Concert Choir Gr. 6-8
   2. Concert Band Gr. 6-8
   3. Grade 7 Art (Ceramics)
   4. Grade 7-Art Lab Maker Space
   5. Grade 6 Accelerated Math
   6. Math Lab Grades 6, 7, & 8

c. High School
   1. Advanced Ceramics and 3D Forms
   2. Advanced TV Production
   3. Animation *(New)*
   4. AP Environmental Science
   5. Bake Shop I
   6. Bake Shop II
   7. Business Law
   8. Business Management
   9. Dance I
   10. Dance II
   11. Digital Photography

(continued)

12. Drawing and Painting
13. Foundations in Crafts
14. History of Pop Culture *(New)*
15. Introduction to Graphic Design
16. Introduction to Television
17. JDHS Beginning String Ensemble
18. Multimedia Storytelling *(New)*

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on August 25, 2025 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th day of August 2025.

SEAL

Michelle Calas
School Business Administrator/ Board Secretary

Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent of Curriculum and Instruction

Curriculum Developed By:

Dr. Norman Francis ~ Principal

Ashley Bauers ~ Coordinator of Visual, Performing, and Practical Arts

Erica Moore ~ Teacher

Introduction

This template is the product of an initiative led by the New Jersey Department of Education, Office of Academic Standards, in partnership with the New Jersey Association for Supervision and Curriculum Development (NJASCD) and the New Jersey Principals and Supervisors Association (NJPSA). The project was undertaken with the assistance of New Jersey content area supervisors, curriculum coordinators, and teachers during spring-summer 2009. The goal of the project was to design exemplar unit plans and accompanying lesson plans aligned with the New Jersey Student Learning Standards that may be used by districts as models for the development of local curricula.

The Unit Overview Template, which follows, is a tool that can help districts define one unit plan of several that comprise a specific course in the curriculum for any content area. It is designed, once completed, to summarize the content and objectives for the unit, outline lessons and assessments that support the unit, and provide links to documents that facilitate delivery of the unit, such as student materials, background information, resources, and performance rubrics. To see how the units fit together in the design of a course, see the Curriculum Design Template included at the end of this document.

Seven content area Unit Overviews were created as part of the project to serve as exemplar unit plans that are aligned with the New Jersey Student Learning Standards and that assist in achieving the goal of engaging students, fostering achievement, and cultivating 21st century global skills. The units stress the integration of 21st century themes and skills, global perspectives, technology, and cross-curricular connections.

We encourage districts to use the exemplars in conjunction with the curriculum development tools and templates that emanated from this project as models for teaching and learning based on the New Jersey Student Learning Standards.

Unit 1 Overview Template			
Content Area: Business Education	**Grade Level:** 10-12	**Unit Title:** What is Law?	
Unit Summary: Students will be introduced to the fundamentals of the U.S. legal system, including the basics of law, such as criminal, civil, and tort law.			
Primary Interdisciplinary Connections: Career Education, Language Arts, Social Studies			
21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy			
Unit Rationale: This unit will provide the importance to understanding the process of ethical decision making, and how ethics and law differ. This unit will provide students with this information. They will also gain an understanding of how our legal system works. This will help students understand the difference between right and wrong as well as develop ethics and morals.			
Career Readiness: 9.2, 9.4			

Learning Targets	
Standards:	9.1, 9.3, SEL.PK-12.3, SEL.PK-12.4, RI.CI, 6.1, 6.3
Content Statements:	Core Idea: The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen. Core Idea: There are different ways you can influence government policy to improve your financial situation. There are agencies, laws, and resources to protect you as a consumer. Law Enforcement Services Regulation Legal Services Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Core Idea: 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. Core Idea: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Core Idea: Collaborative digital tools can be used to access, record, and share different viewpoints and to collect and tabulate the views of groups of people. Core Idea: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the

	expertise of sources to answer questions, solve problems, and inform decision-making. SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making Reading Domain Core Idea: Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights. Core Idea: Historical sources and evidence provide an understanding of different points of view about historical events.
CPI#:	**Cumulative Progress Indicator (CPI):**
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.
9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.
9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
9.1.12.EG.6	Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
9.3.LW-ENF.5	Analyze the impact of federal, state and local laws on law enforcement procedures.
9.3.GV-REG.1	Describe enforcement of compliance with legal requirements and regulatory standards.
9.3.LW-LEG.7	Compare and contrast different career fields in the legal services.
9.3.LW-LEG.8	Analyze the influence of the three branches of the U.S. Government (judicial, legislative and executive) on the legal services.
9.3.LW-LEG.9	Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the provision of legal services.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest
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).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.

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).
9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, *Social Studies Practice*: Gathering and Evaluating Sources.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Unit Essential Questions:

- Why does doing the right thing feel good?
- What are the influences in society that help citizens act in appropriate and considerate ways?
- What are some actions that might be considered unethical, but are not illegal?
- What are the different types of court?

Unit Enduring Understandings:

- There is a difference between ethics and morality.
- There is a difference between ethics and the law.

Unit Learning Targets:

- Identify the consequences of unethical and illegal contact.
- Describe how to develop an ethical and legal lifestyle and the powers and limitations of the federal government as stated in the Constitution.
- List the most common sources of the law.
- Explain the way social forces may sometimes conflict.
- Describe and identify the basic freedoms guaranteed by the Bill of Rights, and describe several key constitutional amendments beyond the Bill of Rights.
- Compare and contrast the national constitution with state, territory, and provincial constitutions.
- Determine how courts make laws and explain the role of precedent in the legal system.
- Differentiate between cases that belong within the jurisdiction of the federal, state, territory, and provincial court systems.
- Compare the role of juvenile court with the role of other courts within a state, territory, or province.
- Explain the role of the national and state, territory, and provincial appellate courts.
- Differentiate between the roles of the U.S. Supreme Court and state, territory, and provincial supreme courts.
- Explain the advantages and disadvantages of arbitration, mediation, and conciliation.

Evidence of Learning	
Summative Assessment:	12 days
Equipment Needed:	Student/Teacher iPads, SMART TV
Teacher Resources:	*Glencoe Business & Personal Law* textbook, workbook, teacher resources, *You Be the Judge* legal cases, law movies, internet, etc.

Formative Assessments:

- Class discussion.
- Class participation.
- Completed research.
- Chapter tests/projects.
- Responses to legal cases.

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 The Foundations of Law	3 days
Lesson 2 Five Sources of the Law	2 days
Lesson 3 The Court System and Trial Procedures	6 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- http://glencoe.mheducation.com/sites/0078743699/
- https://study.com/academy/lesson/what-is-business-law-definition-overview.html
- https://www.njbia.org/resources/
- https://www.sentencingcouncil.org.uk/about-sentencing/you-be-the-judge/

Unit 1 Lesson Plan 1 Template					
Content Area:	Business	Lesson Title:	The Foundations of Law	Time Frame:	3 days

Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Language Arts, Social Studies

Integration of Technology: iPads, internet, SMART TV(s)

Equipment Needed: iPads (teacher & students), SMART TV

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify the consequences of unethical and illegal contracts. • Describe how to develop an ethical and legal lifestyle. • List the most common sources of the law. • Explain the way social forces may sometimes conflict.	Lesson Sequence 1. Teacher introduces vocab: empathy, permissible, prevalent, etc. 2. Teacher leads class discussion re: ethics vs. morality. 3. Students will research and explain the origins of ethics: The Greatest Good, The Golden Rule and Real-World Ethics. 4. Introduction and discuss Ethical Character Traits: Honesty, Justice, Compassion, Integrity. 5. Students will demonstrate knowledge of the relationship between ethics and the law and discuss why the law is necessary.	• Students will be assessed on class participation. • Students will be assessed on class discussion. • Students will be assessed on completed research.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration in various activities; Alternative assessments; Guided reading; Multiple texts.

Resources Provided:

- *Business & Personal Law* Textbook
- Glencoe.com
- Teacher Notes
- Teacher-Generated Activities
- *You Be the Judge* Case Studies
- Glencoe Teacher Resources

Unit 1 Lesson Plan 2 Template			
Content Area: Business	Lesson Title: Five Sources of the Law	Time Frame: 2 days	

Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Language Arts, Social Studies

Integration of Technology: iPads, internet, SMART TV(s)

Equipment Needed: iPads (teacher & students), SMART TV

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify the parts of the Constitution. • Explain the components of common law. • Explain the purposes of statutory law. • Identify the ways that the courts make law.	Lesson Sequence 1. Through Google Slides, teacher introduces the Five Main Sources of the Law. 2. Class discussion: students answer essential questions. 3. Teacher introduces some Amendments; the direct impacts on their lives. 4. Students answer questions related to the Amendments. 5. Students will work in pairs to research common law and complete teacher-generated activities.	• Students will be assessed on participation. • Students will be assessed on discussion. • Students will be assessed on group work. • Students will be assessed on completed research. • Students will be assessed on activities.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration in various activities; Alternative assessments; Guided reading; Multiple texts.

Resources Provided:

- *Business & Personal Law* Textbook
- Glencoe.com
- Teacher Notes
- Teacher-Generated Activities
- *You Be the Judge* Case Studies
- Glencoe Teacher Resources

Unit 1 Lesson Plan 3 Template					
Content Area:	Business	Lesson Title:	The Court System & Trial Procedures	Time Frame:	6 days

Lesson Components

21st Century Themes

☐ Global Awareness ☒ Financial, Economic, Business, and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Language Arts, Social Studies

Integration of Technology: iPads, internet, SMART TV(s)

Equipment Needed: iPads (teacher & students), SMART TV

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define jurisdiction. • Describe the structure of the federal court system. • Explain the role of the United States Supreme Court. • Determine the common structure of most state court systems. • Identify an alternative dispute resolution techniques. • Differentiate between civil and criminal cases. • Describe the steps in a civil lawsuit. • Explain the rights of criminal defendants. • List the steps in a criminal prosecution.	1. Using Google Slides and class discussion, the teacher will introduce: The Federal Court System. 2. Teacher introduces and leads the discussion: Civil Trial Procedures. 3. Teacher introduces and leads the discussion: The Federal Court System. 4. Students given a case re: constitutional law to read. They will individually answer the questions and determine the results of the case. Class will discuss the case and debate their different views of the actual court ruling on the case. 5. Chapter Assessment	• Class discussion. • Class participation. • Results of the legal case. • Chapter assessment.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; collaboration of various activities; Alternative assessments; Guided reading; Multiple texts.

Resources Provided:

- *Business & Personal Law* Textbook
- Glencoe.com
- Teacher Notes/Teacher-Generated Activities
- *You Be the Judge* Case Studies

- Glencoe Teacher Resources

Lesson Reflection			
Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.			
Lesson Activities	**Strongly**	**Moderately**	**Weakly**
Are challenging **Strongly** and require higher order thinking and problem solving skills		X	
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills		X	
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template					
Content Area:	Business	**Grade Level:**	10-12	**Unit Title:**	What is Law?
Created:	Erica Moore	**Board Approved on:**	Type Here		

Unit 2 Overview Template					
Content Area:	Business	**Grade Level:**	10-12	**Unit Title:**	Criminal & Tort Law

Unit Summary: Introduces the criminal law system in the United States and outlines classifications and types of crimes; intentional and unintentional torts against persons and property, along with the concepts of liability, negligence and risk.

Primary Interdisciplinary Connections: Career Education, Language Arts, Social Studies

21st Century Themes ☐ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☐ ICT Literacy ☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Criminal Law is a body of laws that deal with crime and the punishment of crimes. Tort law is based on the rights of individuals. Knowing the difference between a tort and a crime will help students understand what legal options are available.

Career Readiness: 9.2, 9.4

Learning Targets	
Standards:	9.1, 9.3, SEL.PK-12.3, SEL.PK-12.4, RI.CI, 6.1, 6.3
Content Statements:	Core Idea: The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen. Core Idea: There are different ways you can influence government policy to improve your financial situation. There are agencies, laws, and resources to protect you as a consumer. Law Enforcement Services Regulation Legal Services Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Core Idea: 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. Core Idea: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. Core Idea: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making. Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

	Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people. Core Idea: Accurate information may help in making valuable and ethical choices. SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making Reading Domain Core Idea: Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights. Core Idea: Historical sources and evidence provide an understanding of different points of view about historical events.
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9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.
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9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
9.1.12.EG.6	Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
9.3.LW-ENF.5	Analyze the impact of federal, state and local laws on law enforcement procedures.
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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).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
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).
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9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, *Social Studies Practice*: Gathering and Evaluating Sources.
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9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Unit Essential Questions:

- What are the elements of a crime?
- What common defenses are used in the defense of an accused criminal? What is the difference between federal and state laws?
- What are some specific crimes that are part of our legal system?
- What statutes have been passed to address computer crimes?
- What defenses are available for criminal defendants?
- What is the difference between a crime and a tort?

- What are some specific intentional torts in our legal system? What is involved in the tort of negligence? strict liability? What defenses exist for negligence?
- What remedies are available to the victim of a tort?
- What is an example of an unintentional tort?

Unit Enduring Understandings:

- Classifications of Crimes.
- Criminal Law in the American System: Elements and Defenses to Crimes Against People.
- Crimes Against Property.
- Difference between Criminal Law and Tort Law
- Intentional Torts
- Unintentional Torts
- Negligence and Strict Liability.

Unit Learning Targets:

- List, describe, and explain the steps in criminal and civil trials and the appellate process in criminal and civil cases.
- Define the statute of limitations, different types of business crime *(arson, forgery, and embezzlement)*.
- Determine several defenses to criminal acts *(insanity defense and self-defense)*.
- Describe the penalties available in criminal law and the remedies available in tort law.
- Distinguish between a tort and a crime.
- Differentiate between and give examples of negligence and intentional torts.
- Explain the concepts of the reasonable person test and proximate cause, and strict liability, and describe the circumstances under which it is imposed.

Evidence of Learning	
Summative Assessment:	17 days
Equipment Needed:	Student/Teacher iPads, SMART TV
Teacher Resources:	*Glencoe Business & Personal Law* Textbook, workbook, teacher resources, *You Be the Judge* legal cases, law movies, internet, etc.

Formative Assessments:

- Class discussion.
- Class participation.
- Completed research.
- Chapter tests/projects.
- Responses to legal cases.

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Crimes & Criminal Justice	4 days
Lesson 2 Types of Crimes	8 days
Lesson 3 Definition of a Tort	5 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- http://glencoe.mheducation.com/sites/0078743699/
- https://study.com/academy/lesson/what-is-business-law-definition-overview.html
- https://www.njbia.org/resources/
- https://www.sentencingcouncil.org.uk/about-sentencing/you-be-the-judge/

Unit 2 Lesson Plan 1 Template			
Content Area: Business	Lesson Title: Crimes & Criminal Justice	Time Frame: 4 days	

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Language Arts, Social Studies

Integration of Technology: Use of iPads, including the internet.

Equipment Needed: Teacher computer, student iPads, SMART TV

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain the difference between categories of crimes. • Distinguish federal law from state criminal law. • Describe the elements of a crime. • Determine several defenses to criminal acts. • Explain the differences between penalties for committing felonies and misdemeanors.	Lesson Sequence 1. Class discussion: types of crimes students consider to be the most severe. Students then make a list of crimes they believe are less serious. 2. Teacher introduces the terms misdemeanor, felony, and infraction. 3. Through GoogleSlides and class discussion the teacher will introduce the classifications of crimes, the elements of crime, defenses to crimes. 4. Students will be given a case involving Criminal Law to read. They will individually answer the questions and determine the results of the case. Class will then discuss the case and debate their different views of the actual court ruling on the case.	• Students will be assessed on participation. • Students will be assessed on discussion. • Students will be assessed on group work. • Students will be assessed on completed research. • Students will be assessed on activities.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Use of collaboration of various activities; Alternative assessments; Guided reading; Multiple texts.

Resources Provided:

- *Business & Personal Law* Textbook
- Glencoe.com
- Teacher Notes
- Teacher Generated Activities
- *You Be the Judge* Case Studies
- Glencoe Teacher Resources

Unit 2 Lesson Plan 2 Template			
Content Area: Business	Lesson Title: Types of Crimes	Time Frame: 8 days	

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☐ Information Literacy
☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Language Arts, Social Studies

Integration of Technology: Use of iPads, including the internet

Equipment Needed: Teacher computer, student iPads, SMART TV

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Describe the different categories of crime. • Identify several special crimes that involve the use of motor vehicles. • Define different types of business crimes, such as arson, forgery, and embezzlement.	Lesson Sequence 1. Group discussion: Are manslaughter, murder, burglary, and embezzlement crimes against people or property? 2. Using GoogleSlides, class discussion, teacher introduces crimes against people, property, the government, society, involving business, and motor vehicle violations. 3. Students are given a Criminal law case to read. They will individually answer questions, determine case results. Class will discuss the case, debate the views of the actual court ruling. 4. Chapter Assessment.	• Students will be assessed on participation. • Students will be assessed on discussion. • Students will be assessed on group work. • Students will be assessed on completed research. • Students will be assessed on activities.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts.

Resources Provided:

- *Business & Personal Law* Textbook
- Glencoe.com
- Teacher Notes
- Teacher Generated Activities
- *You Be the Judge* Case Studies

- Glencoe Teacher Resources

Unit 2 Lesson Plan 3 Template					
Content Area:	Business	Lesson Title:	Definition of a Tort	Time Frame:	5 days

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☐ Information Literacy
☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Language Arts, Social Studies

Integration of Technology: Use of iPad, including internet

Equipment Needed: Teacher computer, student iPads, SMART TV

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Distinguish between a tort and a crime. • Differentiate between and give examples of negligence and intentional torts. • Explain a person's rights and duties in relation to tort law. • Describe remedies available in tort law. • List the main intentional torts against people and property.	Lesson Sequence 1. Students list personal rights US citizens possess. Teacher explains that basic understanding of these rights will help in the study of tort law. 2. Using GoogleSlides and class discussion, teacher introduces the nature of tort law, intentional torts against people/property. 3. Students are given a case involving tort law to read. They will individually answer questions and determine case results. Class will discuss the case, debate views of actual court ruling.	• Students will be assessed on participation. • Students will be assessed on discussion. • Students will be assessed on group work. • Students will be assessed on completed research. • Students will be assessed on activities.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts.

Resources Provided:

- *Business & Personal Law* Textbook
- Glencoe.com
- Teacher Notes
- Teacher Generated Activities

- *You Be the Judge* Case Studies

Lesson Reflection			
Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.			
Lesson Activities	**Strongly**	**Moderately**	**Weakly**
Are challenging **Strongly** and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template					
Content Area:	Business	**Grade Level:**	10-12	**Unit Title:**	Criminal & Tort Law
Created:	Erica Moore	**Board Approved on:**	Type Here		

Unit 3 Overview Template					
Content Area:	Business	**Grade Level:**	10-12	**Unit Title:**	Contract Law

Unit Summary: This unit introduces and develops the concept of the contract. This concept is the foundation of business law, and will provide a frame of reference for students.

Primary Interdisciplinary Connections: Career Education, Language Arts, Social Studies

21st Century Themes ☐ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☐ ICT Literacy ☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy

Unit Rationale: This unit will serve as an introduction to contracts and the terminology involved. This is necessary so that students are prepared for all of the contracts they will enter throughout their lives.

Career Readiness: 9.2, 9.4

Learning Targets	
Standards:	9.1, 9.3, SEL.PK-12.3, SEL.PK-12.4, RI.CI, 6.1, 6.3
Content Statements:	Core Idea: The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen. Core Idea: There are different ways you can influence government policy to improve your financial situation. There are agencies, laws, and resources to protect you as a consumer. Law Enforcement Services Regulation Legal Services Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Core Idea: 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. Core Idea: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. Core Idea: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making. Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

	Core Idea: Accurate information may help in making valuable and ethical choices. SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making Reading Domain Core Idea: Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights. Core Idea: Historical sources and evidence provide an understanding of different points of view about historical events.
CPI#:	**Cumulative Progress Indicator (CPI):**
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.
9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.
9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
9.1.12.EG.6	Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
9.3.LW-ENF.5	Analyze the impact of federal, state and local laws on law enforcement procedures.
9.3.GV-REG.1	Describe enforcement of compliance with legal requirements and regulatory standards.
9.3.LW-LEG.7	Compare and contrast different career fields in the legal services.
9.3.LW-LEG.8	Analyze the influence of the three branches of the U.S. Government (judicial, legislative and executive) on the legal services.
9.3.LW-LEG.9	Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the provision of legal services.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest
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).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.

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).
9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, *Social Studies Practice*: Gathering and Evaluating Sources.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Unit Essential Questions:

- What is a contract?
- Why are contracts necessary?
- Do you always need a lawyer for a contract?

Unit Enduring Understandings:

- It is necessary to understand contracts as we enter them many times throughout our lives.
- Never sign a contract unless you understand it 100%.

Unit Learning Targets:

Students will....

- Explain the nature and importance of contracts; the requirements of a valid offer; how offers are terminated; the statute of frauds and the parol evidence rule; how and when contracts can be discharged.
- Identify the elements of a valid contract.
- Analyze the different classes of contracts; the concept of performance; the requirements for valid consideration.
- Differentiate between express and implied, unilateral and bilateral, and oral and written contracts.
- Recognize the requirements of an acceptance.
- Distinguish the differences between an offer, an invitation to negotiate, and acceptance and a counteroffer.
- Assess contractual capacity.
- List minors' contractual rights and responsibilities ; exceptions to the requirements of consideration.
- Define legality and illegality; the different types of consideration.
- Compare unconscionability and illegality.
- Describe the rules that apply to transfers of rights and duties.
- Understand the difference between delegation and assignment.

Evidence of Learning	
Summative Assessment:	12 days (Students will take a test or complete a project at the end of each unit)
Equipment Needed:	Teacher iPad, student iPads, SMART TV
Teacher Resources:	*Business & Personal Law* Textbook, glencoe.com, internet, teacher generated activities

Formative Assessments:

- Class participation
- Teacher led questions
- Classwork assignments/worksheets
- Participation in groups
- Unit tests
- Projects

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 What is a Contract?	6 days
Lesson 2 Consideration	3 days
Lesson 3 Voidable Contracts & Remedies	3 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- http://glencoe.mheducation.com/sites/0078743699/
- https://study.com/academy/lesson/what-is-business-law-definition-overview.html
- https://www.njbia.org/resources/
- https://www.sentencingcouncil.org.uk/about-sentencing/you-be-the-judge/

Unit 3 Lesson Plan 1 Template			
Content Area: Business	Lesson Title: What is a Contract?	Time Frame: 6 days	

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Language Arts, Social Studies

Integration of Technology: Use of iPads, including the internet

Equipment Needed: Teacher computer, student iPads, SMART TV

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain the nature and importance of contracts. • Identify the elements of a valid contract. • Analyze the different classes of contracts. • Differentiate between express and implied, unilateral and bilateral, and oral and written contracts.	Lesson Sequence 1. Using GoogleSlides, class discussion, teacher will introduce the importance of contracts. 2. Teacher provides graphic organizers to assist students in taking notes on six components of a contract. 3. Teacher asks questions pertaining to contracts to engage students in class discussions. 4. Teacher will use scenarios to help students understand the terminology and concepts of contracts. 5. Class will read, review and determine contract cases pertaining to teens.	• Students will be assessed on class participation. • Students will be assessed through teacher lead questions. • Students will be assessed on classwork. • Students will be assessed on completed case questions and decisions.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts

Resources Provided:

- *Business & Personal Law* Textbook
- Glencoe.com
- Teacher Notes
- Teacher Generated Activities
- *You Be the Judge* Case Studies
- Glencoe Teacher Resources

Unit 3 Lesson Plan 2 Template			
Content Area: Business	Lesson Title: Consideration	Time Frame: 3 days	

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Language Arts, Social Studies

Integration of Technology: Use of iPads, including the internet

Equipment Needed: Teacher computer, student iPads, SMART TV

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Analyze the requirements for valid consideration. • Define the different types of consideration. • List exceptions to the requirements of consideration.	Lesson Sequence 1. Through GoogleSlides, class discussion, examples, and details regarding the legal concept of consideration will be discussed. 2. Teacher will give an example and have students explain the benefits and detriments of the situation in regards to consideration. 3. Students will be given a cartoon and asked to explain if consideration has occurred. 4. Teacher will write the three characteristics of consideration on the board, and ask students to think of examples of an agreement that contains each of these elements. 5. Discussion on the different types of consideration, etc. 6. Students will work together using textbook and supplementary	• Students will be assessed on class participation. • Students will be assessed through teacher-led questions. • Students will be assessed on classwork assignments/worksheets.

	materials to review the concept of consideration before the quiz.	

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts.

Resources Provided:

- *Business & Personal Law* Textbook
- Glencoe.com
- Teacher Notes
- Teacher Generated Activities
- *You Be the Judge* Case Studies
- Glencoe Teacher Resources

Unit 3 Lesson Plan 3 Template			
Content Area: Business	Lesson Title: Voidable Contracts & Remedies	Time Frame:	3 days

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Language Arts, Social Studies

Integration of Technology: Use of iPads, including the internet

Equipment Needed: Teacher computer, student iPads, SMART TV

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Identify the elements of a valid contract. • Analyze the different classes of contracts. • Explain the requirements of a valid offer. • Recognize the requirements of an acceptance. • Distinguish the differences between an offer of an invitation to negotiate and acceptance and a counteroffer. • Explain how offers are terminated.	Lesson Sequence 1. Students will be asked to read pgs. 84-86 in the textbook. They will write down important points related to voidable contracts and possible remedies. 2. Teacher will lead discussions using GoogleSlides pertaining to these topics. 3. Students will be given a contract law case from *You Be The Judge*. 4. Students will read, answer questions, make a judgment based on the information provided.	• Students will be assessed on class participation. • Students will be assessed through teacher lead questions. • Students will be assessed on classwork. • Students will be assessed on responses to cases.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts.

Resources Provided:

- *Business & Personal Law* Textbook
- Glencoe.com
- Teacher Notes
- Teacher Generated Act*You Be the Judge* Case Studies
- Glencoe Teacher Resources

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging **Strongly** and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Business	**Grade Level:**	10-12	**Unit Title:**	Contract Law
Created:	Erica Moore	**Board Approved on:**	Type Here		

Unit 4 Overview Template					
Content Area:	Business	**Grade Level:**	10-12	**Unit Title:**	Consumer Law
Unit Summary: This unit describes the basic rules governing contracts for the sale of goods and the remedies available when such contracts are breached. It investigates how the law protects consumers from unfair and deceptive practices and allocates liability.					
Primary Interdisciplinary Connections: Career Education, Language Arts, Social Studies					
21st Century Themes ☐ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☐ ICT Literacy ☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: This unit will serve as an introduction to understanding the importance of consumer rights and responsibilities.					
Career Readiness: 9.2, 9.4					

Learning Targets	
Standards:	9.1, 9.3, SEL.PK-12.3, SEL.PK-12.4, RI.CI, 6.1, 6.3
Content Statements:	Core Idea: The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen. Core Idea: There are different ways you can influence government policy to improve your financial situation. There are agencies, laws, and resources to protect you as a consumer. Law Enforcement Services Regulation Legal Services Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Core Idea: 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. Core Idea: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. Core Idea: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making. Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

	Core Idea: Accurate information may help in making valuable and ethical choices. SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making Reading Domain Core Idea: Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights. Core Idea: Historical sources and evidence provide an understanding of different points of view about historical events.
CPI#:	**Cumulative Progress Indicator (CPI):**
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.
9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.
9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
9.1.12.EG.6	Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
9.3.LW-ENF.5	Analyze the impact of federal, state and local laws on law enforcement procedures.
9.3.GV-REG.1	Describe enforcement of compliance with legal requirements and regulatory standards.
9.3.LW-LEG.7	Compare and contrast different career fields in the legal services.
9.3.LW-LEG.8	Analyze the influence of the three branches of the U.S. Government (judicial, legislative and executive) on the legal services.
9.3.LW-LEG.9	Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the provision of legal services.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest
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).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
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).

9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, *Social Studies Practice*: Gathering and Evaluating Sources.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Unit Essential Questions:

- What is considered personal property?
- What is intellectual property?
- How can property be acquired?

Unit Enduring Understandings:

- Knowing how to protect your personal property is a very valuable skill.

Unit Learning Targets:

Students will....

- Distinguish between real property, personal property, and fixtures.
- Describe the different types of co-ownership of personal property, and understand consumer rights and responsibilities.

- Explain the concept of intellectual property; how agency protects consumers.
- Give examples of intellectual property.
- Define the law of patents, copyrights, and trademarks.
- Research governmental consumer protection agencies.
- Create information flyers about selected agencies.
- Discuss consumer rights; consumer responsibilities.

Evidence of Learning	
Summative Assessment:	12 days Students will take a test or complete a project at the end of each unit
Equipment Needed:	Teacher iPad, student iPads, SMART TV
Teacher Resources:	*Business & Personal Law* text, teacher-generated activities, iPads, internet, video

Formative Assessments:

- Class participation
- Teacher led questions
- Classwork assignments/quizzes/projects
- Participation in groups

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Introduction to Personal Property	4 days
Lesson 2 Consumer Law Thematic Project	6 days
Lesson 3 Consumer Rights & Responsibilities	2 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- http://glencoe.mheducation.com/sites/0078743699/
- https://study.com/academy/lesson/what-is-business-law-definition-overview.html
- https://www.njbia.org/resources/
- https://www.sentencingcouncil.org.uk/about-sentencing/you-be-the-judge/

Unit 4 Lesson Plan 1 Template			
Content Area: Business	Lesson Title: Introduction to Personal Property	Time Frame:	4 days

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Language Arts, Social Studies

Integration of Technology: Use of iPad/iPad, research tools

Equipment Needed: Teacher computer, student iPads, SMART TV(s)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Distinguish between real property, personal property, and fixtures. • Describe the different types of co-ownership of personal property. • Explain the concept of intellectual property. • Give examples of intellectual property. • Define the law of patents, copyrights, and trademarks.	Lesson Sequence 1. Using GoogleSlides and discussion, teacher introduces various types of property, their ownership, patents, copyright and trademarks, the different types of bailments, liability of different types of businesses. 2. The teacher will give examples and ask students questions about things they own and how those things apply to property law. 3. Various activities will be done to help students understand the concepts of property law as well. 4. Consumer Law Legal Case.	• Students will be assessed on class participation. • Students will be assessed through teacher-led questions. • Students will be assessed on classwork assignments.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts.

Resources Provided:

- *Business & Personal Law* Textbook
- Glencoe.com
- Teacher Notes
- Teacher Generated Activities
- *"You Be the Judge"* Case Studies
- Glencoe Teacher Resources

Unit 4 Lesson Plan 2 Template			
Content Area: Business	Lesson Title: Consumer Law Thematic Project	Time Frame: 6 days	

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Language Arts, Social Studies

Integration of Technology: Use of iPad/iPad, including internet research tools & Word templates

Equipment Needed: Teacher's laptop, and students' iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Research governmental consumer protection agencies. • Create information flyers pertaining to selected agencies. • Explain how the agency protects consumers.	Lesson Sequence 1. Students will work individually or in pairs. 2. Given a rubric and directions, students will create a brochure for a consumer protection agency. 3. Students will research and gather information for the governmental protection agency selected. 4. Students will present their agency to the class.	• Students will be assessed on working collaboratively. • Students will be assessed on completed brochures. • Students will be assessed on presentation skills. • Students will be assessed on time management skills.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts.

Resources Provided:

- *Business & Personal Law* Textbook
- Glencoe.com
- Teacher Notes
- Teacher Generated Activities
- *You Be the Judge* Case Studies
- Glencoe Teacher Resources

Unit 4 Lesson Plan 3 Template					
Content Area:	Business	Lesson Title:	Consumer Rights & Responsibilities	Time Frame:	2 days

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Language Arts, Social Studies

Integration of Technology: Use of iPads & SMART TV(s)

Equipment Needed: Teacher computer, student iPads, SMART TV(s)

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Discuss consumer rights. • Discuss consumer responsibilities. • Explain and understand consumer rights and responsibilities.	Lesson Sequence 1. Through video, students will see consumer rights and responsibilities. 2. Video discusses several of the agencies presented over the past few classes. 3. Students will be asked to make two lists: one of items they are familiar with, and one for items that are new for them. 4. Students will then lead a discussion based on their two lists.	• Students will be assessed on class participation. • Students will be assessed on completed assignment. • Students will be assessed on involvement in discussion.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts.

Resources Provided:

- *Business & Personal Law* Textbook
- Glencoe.com
- Teacher Notes
- Teacher Generated Activities
- *You Be the Judge* Case Studies
- Glencoe Teacher Resources

Lesson Reflection			
Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.			
Lesson Activities	**Strongly**	**Moderately**	**Weakly**
Are challenging **Strongly** and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template					
Content Area:	Business	**Grade Level:**	10-12	**Unit Title:**	Consumer Law
Created:	Erica Moore	**Board Approved on:**	Type Here		

Unit 5 Overview Template					
Content Area:	Business	**Grade Level:**	10-12	**Unit Title:**	Forms of Business

Unit Summary: Understanding the different forms of business is important for anyone planning on becoming an entrepreneur or working with business owners. It is necessary to know rules, regulations, requirements, and expectations for each form of business.

Primary Interdisciplinary Connections: Career Education, Language Arts, Social Studies

21st Century Themes ☐ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☐ ICT Literacy ☑ Information Literacy ☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy

Unit Rationale: This unit explores the various forms of business, what it takes to manage a corporation, and the laws that regulate corporations, as well as electronic commerce.

Career Readiness: 9.2, 9.4

Learning Targets	
Standards:	9.1, 9.3, SEL.PK-12.3, SEL.PK-12.4, RI.CI, 6.1, 6.3
Content Statements:	Core Idea: The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen. Core Idea: There are different ways you can influence government policy to improve your financial situation. There are agencies, laws, and resources to protect you as a consumer. Law Enforcement Services Regulation Legal Services Core Idea: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Core Idea: 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. Core Idea: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. Core Idea: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making. Core Idea: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

	Core Idea: Accurate information may help in making valuable and ethical choices. SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making Reading Domain Core Idea: Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights. Core Idea: Historical sources and evidence provide an understanding of different points of view about historical events.
CPI#:	**Cumulative Progress Indicator (CPI):**
9.1.12.CFR.3	Research companies with corporate governance policies supporting the common good and human rights.
9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.
9.1.12.EG.4	Explain the relationship between your personal financial situation and the broader economic and governmental policies.
9.1.12.EG.5	Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
9.1.12.EG.6	Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
9.3.LW-ENF.5	Analyze the impact of federal, state and local laws on law enforcement procedures.
9.3.GV-REG.1	Describe enforcement of compliance with legal requirements and regulatory standards.
9.3.LW-LEG.7	Compare and contrast different career fields in the legal services.
9.3.LW-LEG.8	Analyze the influence of the three branches of the U.S. Government (judicial, legislative and executive) on the legal services.
9.3.LW-LEG.9	Analyze the impact of the Fourth, Fifth, Sixth and Fourteenth Amendments on the provision of legal services.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest
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).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
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).

9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, *Social Studies Practice*: Gathering and Evaluating Sources.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions.
RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
6.3.12.HistoryCA.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Unit Essential Questions:

- What are the different forms of business ownership?
- Which form of business ownership would be best for a start-up business?
- Why are there different rules & regulations for the different forms of business ownership?

Unit Enduring Understandings:

- Understanding that there are different forms of business ownership will help students in the future, whether they become entrepreneurs or attorneys representing business clients.

Unit Learning Targets:

Students will....

- Describe how to form and run a sole proprietorship.
- List the advantages and disadvantages of a sole proprietorship.

- Explain the rights and responsibilities of partners.; different types of corporations; how a partnership can be terminated; what a limited liability company is.
- Identify the different types of partners.
- Characterize corporations.
- Discuss the steps involved in forming a corporation.
- List the steps in forming a limited liability company, the rights shareholders have, and different types of cybercrimes.
- Distinguish the roles of corporate directors and corporate officers.
- Explain the business judgment rule and the fairness rule.
- Describe the liability of corporate directors and officers, and the different types of corporate stock.
- Distinguish between a merger, a consolidation, and a conglomerate.
- Explain asset acquisition and stock acquisition, and the nature of cybercrime.
- Identify the ways a corporation can be terminated.
- Describe the nature of a cybertort.
- Distinguish between cyber-defamation and cyber-invasion of privacy.

Evidence of Learning	
Summative Assessment:	17 days
Equipment Needed:	Teacher iPad, student iPads, SMART TV
Teacher Resources:	*Business & Personal Law* Textbook, glencoe.com, Landmark Case (from text)

Formative Assessments:

- Class participation
- Teacher led questions
- Classwork assignments/worksheets
- Participation in groups
- Unit tests
- Projects

Lesson Plans	
Lesson	**Time Frame**
Lesson 1 Sole Proprietorships & Partnerships	3 days
Lesson 2 Corporations & Limited Liability Companies	3 days
Lesson 3 Corporation case in Media	3 days

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- http://glencoe.mheducation.com/sites/0078743699/
- https://study.com/academy/lesson/what-is-business-law-definition-overview.html
- https://www.njbia.org/resources/
- https://www.sentencingcouncil.org.uk/about-sentencing/you-be-the-judge/

Unit 5 Lesson Plan 1 Template		
Content Area: Business	Lesson Title: Sole Proprietorships & Partnerships	Time Frame: 3 days

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Language Arts, Social Studies

Integration of Technology: Use of iPads, including the internet

Equipment Needed: Teacher computer, student iPads, SMART TV

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Describe how to form and run a sole proprietorship. • List the advantages and disadvantages of a sole proprietorship. • Explain the rights and responsibilities of partners. • Identify the different types of partners. • Explain how a partnership can be terminated.	Lesson Sequence 1. Using Google Slides and large group discussion, the teacher introduces Sole Proprietorships and Partnerships. 2. Examples of each will be given. Discuss what is involved in opening/ operating each form of business. 3. The importance of a detailed, legal partnership agreement will be emphasized. 4. Students will identify businesses they believe are sole proprietorships, partnerships, and explain.	• Students will be assessed on class participation. • Students will be assessed through teacher-led questions. • Students will be assessed on critical thinking skills.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts.

Resources Provided:

- *Business & Personal Law* Textbook
- Glencoe.com
- Teacher Notes
- Teacher Generated Activities
- *You Be the Judge* Case Studies
- Glencoe Teacher Resources

Unit 5 Lesson Plan 2 Template					
Content Area:	Business	Lesson Title:	Corporations & Limited Liability Companies	Time Frame:	3 days

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☑ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☑ Information Literacy
☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Language Arts, Social Studies

Integration of Technology: Use of iPads including the internet

Equipment Needed: Teacher computer, student iPads, SMART TV

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Characterize corporations. • Explain the different types of corporations. • Discuss the steps involved in forming a corporation. • Explain what a limited liability company is. • List the steps in forming a limited liability company.	Lesson Sequence 1. Using Google Slides and class discussion, the teacher introduces types of corporations and how to form a corporation. 2. Limited liability corporations and international business will be discussed. 3. The teacher will provide magazines and newspapers to the class. Students will be asked to clip advertisements, articles, and logos for major corporations that are familiar to them. 4. They will create visuals using these.	• Students will be assessed on class participation. • Students will be assessed through teacher-led questions. • Students will be assessed on critical thinking skills. • Students will be assessed on completion of activities.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts

Resources Provided:

- *Business & Personal Law* Textbook
- Glencoe.com
- Teacher Notes
- Teacher Generated Activities
- *You Be the Judge* Case Studies
- Glencoe Teacher Resources

Unit 5 Lesson Plan 3 Template					
Content Area:	Business	Lesson Title:	Corporations (Movie)	Time Frame:	3 days

Lesson Components

21st Century Themes

☐ Global Awareness ☑ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☑ Critical Thinking and Problem Solving ☐ Information Literacy
☑ Life and Career Skills ☑ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Education, Language Arts, Social Studies

Integration of Technology: Use of iPads, including the internet

Equipment Needed: Teacher computer, student iPads, SMART TV

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain the source of federal power in the regulation of business. • Describe what laws regulate corporations.	Lesson Sequence 1. Students will watch a movie based on a case against a corporation. 2. Students will be asked to make a list of all of the legal terms they know and those they do not. 3. Class discussion after the movie, including terminology. 4. Students will be given a quiz based on the movie.	• Students will be assessed on class discussion. • Students will be assessed on their lists. • Students will be assessed on a quiz.

Differentiation: Flexible grouping; Mini workshops to re-teach or extend skills; Open-ended activities; Collaboration of various activities; Alternative assessments; Guided reading; Multiple texts

Resources Provided:

- *Business & Personal Law* Textbook
- Glencoe.com
- Teacher Notes
- Teacher Generated Activities
- *You Be the Judge* Case Studies
- Glencoe Teacher Resources

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging **Strongly** and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Business	**Grade Level:**	10-12	**Unit Title:**	Forms of Business
Created:	Erica Moore	**Board Approved on:**	Type Here		



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Accommodations and Modifications for ESL Students

Give tests orally
Give instructions/directions in writing and orally
Assign a peer tutor, same language or English speaking
Allow use of bilingual/translation dictionary
Provide summaries of text or study guides of particular chapters
Allow errors in speaking
Allow errors in writing
Accept writing in first language
Highlight key vocabulary
Reduce amount of work required
Assess comprehension through demonstration or other alternative means (gestures, drawings)
Rephrase questions, directions, and explanations
Reduce multiple choices on assessments
Provide study guides and/ or outlines
Shorten reading assignments
Allow extended time for test/project completion
Use of audio books
Use of graphic organizers
Use reduced text, so that print is not dense
Use visuals/pictures throughout lesson/unit/assignemt
Adapt homework to reflect language proficiency/home support
Adapt homework to reflect home support
Provide hands-on activities and explanations
Allow extended time to answer questions, and permit drawing, as an explanation
Use of translation dictionaries to locate words in the native language
Use anecdotal records and portfolio of work as forms of assessment
Use story retellings to assess comprehension

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

What Does the Gifted and Talented Experience Look Like?

Springfield Public Schools

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.
New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- ➢ To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.

- ➢ To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences

- ➢ To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center
Edward V. Walton

Schoolwide Virtual Enrichment

All first and second grade students have access to the Gifted and Talented Virtual Classroom. This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools
James Caldwell
Thelma L. Sandmeier

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific Gifted and Talented Virtual Classrooms. These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- *Cognitive Abilities Test (CogAT)*
- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures
https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
IReady ELA On Grade Level	IReady ELA ½ Year Above Current Level	IReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links
https://riversideinsights.com/cognitive_abilities_test
https://www.curriculumassociates.com/programs/i-ready-learning
https://www.nj.gov/education/assessment/resources/
https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.

Gifted and talented student: The "*Strengthening Gifted and Talented Education Act*" defines a gifted and talented student as a "student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities."

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as "a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism" (New Jersey Association for Gifted Children, *www.nagc.org).*

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

https://www.nj.gov/education/standards/gifted/

https://www.nj.gov/education/standards/gifted/legislation.shtml

Supplemental Resources/Programming for Gifted Students

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Resource Links
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https://www.nj.gov/education/assessment/resources/
https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.

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