Course Name: Civil Law	**Semester:** TBD
Course Section: Civil Case Resolutions and Post Trial	**Duration of this course section:** 10 hours

PLC Question One: What do we want all students to know and be able to do?

Objectives covered from the course outline:

- Describe the possible resolution options in a civil dispute
- Describe the appeals process for civil cases

Supporting Objectives (if any):

- ***Teachers will reference their own local and state education standards to identify supporting standards that may apply to the course***

Essential Questions:

- Standard #1:
  - What are the possible resolution options in a civil dispute?
  - Why might a case be dismissed?
  - What is a settlement?
  - What types of civil judgments might be entered?
  - What are the differences in civil and criminal verdicts?
- Standard #2:
  - What is the appeals process for civil cases?
  - What issues are appealable?
  - What is the hierarchy of appellate courts?
  - What is the role of precedent in appeals?

Student-Friendly Learning Targets (*Learning Targets are based on the "Competencies" in the course outline):

- Standard #1:
  - I can describe issues that may cause a judge to dismiss a case
  - I can explain when and how monetary judgments are used in a civil case
  - I can explain what a civil injunction is and when it could be used as a resolution in a civil case
  - I can explain what a settlement is and how it can be used as a resolution in a civil case
  - I can compare and contrast verdict options in a civil case vs a criminal case
- Standard #2:
  - I can describe what types of trial issues are appealable

All materials owned and copyrighted by LAPSEN ©2021.
May not be distributed without expressed permission from LAPSEN.

- I can differentiate the trial process from the appellate hearing process
- I can explain the role of precedent in an appellate case
- I can describe the hierarchy of authority for appellate courts

Essential Vocabulary

Key Academic Vocabulary:

- Mediation, arbitration, negotiation, conciliation, collaborative law, settlement, litigation, dismissal, lack of jurisdiction, failure to state a claim, lack of standing, res judicata, collateral estoppel, summary judgment, court-ordered mediation, early neutral evaluation, appeal, appellant, appellee, brief, record on appeal, oral argument, opinion, remand, reversal, affirm, writ of certiorari, judicial review, jurisprudence, precedent, *stare decisis*

Scaffolded/Review Academic Vocabulary:

-

PLC Question Two: How will we know when students have learned?

Assessment and Evidence

Vocabulary Activities, Projects, Worksheets, Summative Assessment

Classroom Assessments:

Proficiency Scales

Score 4.0	*The student will:* ● Analyze complex case studies to determine the most effective resolution option. ● Articulate the strategic considerations in choosing a resolution method. ● Analyze complex case scenarios to provide a detailed description of the appeals process. ● Articulate strategic considerations and procedural nuances in filing and pursuing an appeal.
Score 3.0	*The student will:* ● Describe mediation, arbitration, and litigation in detail. ● Explain the advantages and disadvantages of each resolution option.

	● Describe the steps of filing an appeal, including notices, briefs, and oral arguments. ● Explain the roles of the appellant and appellee. ● Understand the standard of review and the basis for appellate decisions.
Score 2.0	*The student will:* ● Describe mediation and arbitration with some prompting. ● Understand that litigation is an option but struggles to detail the process. ● Give a basic definition of alternative dispute resolution (ADR). ● Identify the initial steps in the appeals process with some assistance. ● Understand that an appeal involves a higher court reviewing a lower court's decision.

Planning Question: How will teachers facilitate the learning?

Lesson Outline	**Engagement and Application**	**Links to lesson materials and resources**
Segment #1 - Intro and Unit Vocabulary ***Time - 20 mins*** **Opening/Sponge/Motivator** ● Start with the introduction slide to this lesson. Then move to vocabulary words. Explain that word searches help learn the structure and spelling of new concepts and related words. Hand out the word search sheet related to legal research to students and have them locate the words on the list displayed on the data projector or smartboard. **Teachers: have students start a personal glossary of new vocabulary words, and post vocab on a word wall in the classroom which is renewed in each part.* **Activity** ● Provide students the Word Search in hard copy or digital format to complete. **Assessment**	**How are students being engaged?** ● Students will be using the word search to familiarize themselves with the vocabulary, as well as assist with pattern recognition and retention. **How are students using/applying what they learn?** ● Students will be using the vocabulary words along with their definitions to learn using active learning	● Student Computers ● Highlighters ● Pen or Pencil ● Word Search ● Word Search Answer Key ● Vocabulary and Definitions ● PowerPoint Slides 1-3

• Word searches will be graded **Closure** • Explain that some people might need more time to finish but move on to word scramble to reinforce these terms and concepts.		
Segment #2 - Civil Case Resolution Vocab Reinforcement #1 ***Time - 20 mins*** **Opening/Sponge/Motivator** • Explain how this word scramble can help students learn and retain the structure and spelling of new words and concepts while learning the definitions. **Activity** • Provide students the Word Scramble in hard copy or digital format to complete. **Assessment** • Word Scramble will be graded **Closure** • Explain that some people might need more time to finish but move on to creating flashcards to further reinforce these terms and concepts.	**How are students being engaged?** • Students will be using the word scramble to familiarize themselves with the vocabulary and their definitions. **How are students using/applying what they learn?** • Students will be using the vocabulary words along with their definitions to learn using active learning, memorization, critical thinking, and memory improvement	• Student Computers • Highlighters • Pen or Pencil • Word Scramble • Word Scramble Answer Key • Vocabulary and Definitions
Segment #3 - Civil Case Resolution Vocab Reinforcement #2 ***Time – 20 mins*** **Opening/Sponge/Motivator** • Explain that flashcards are a fun way to learn and recall definitions and concepts. You can show them a quick video on good tips on	**How are students being engaged?** • Students will be using muscle memory to learn	• Student computers • Pens or pencils • Index cards or online document/note • Vocabulary and Definitions • Flash card options (teacher guide)

creating and studying from their own flashcards here. Encourage students to use different words than the ones they used for the word search. **Activity** ● Tell students to write each vocabulary word on the front of a flash card and the definition/concept name plus some way of remembering the word or phrase that matches the definition/concept on the back (e.g., picture or icon). Students can also use an online tool such as Quizlet or Pear Deck Flashcard Factory to create their flashcards. (***Teacher Note: A tutorial on how to use Quizlet can be found here (begin 3:32) and on Pear Deck can be found here.*) **Assessment** ● Flashcards are graded **Closure** ● Explain that some people might need more time to finish but move on to the team assignment.	**How are students using/applying what they learn?** ● By creating and using flashcards, students will apply memory and gauge what they have learned	● Flash card step by step
Segment #4 - Civil Case Resolution Vocab Reinforcement #3 ***Time – 20 mins*** **Opening/Sponge/Motivator** ● Explain that students will get in pairs and begin to take turns quizzing each other using the flashcards created with the vocabulary that will be on an upcoming quiz. **Activity**	**How are students being engaged?** ● Students will be using muscle memory to learn **How are students using/applying what they learn?** ● By creating and using flashcards, students will	● Student computers ● Student created flashcards ● Pens or pencils ● Index cards or online document/note

• Studying flashcards (could have students rotate through different partners to quiz each other) **Assessment** • Students will study and engage in learning the terms and concepts of civil case resolution vocabulary. **Closure** • Provide students test-taking strategies to prepare for the upcoming vocabulary test. Encourage them to study notes, flashcards, and worksheets to prepare for success.	apply memory and gage what they have learned	
Segments #5 and 6 - Civil Case Resolution Vocab Test ***Time – 20 mins x 2*** **Opening/Sponge/Motivator** • Answer any questions about vocabulary terms and concepts prior to the test. **Activity** • Distribute the Vocabulary Test (***Teacher Note: Choose questions from those provided*), tell students to make sure their name is on it; explain to the students how many questions, type, and how long they have to take the test. Remind students to turn over or turn in tests when they finish and to remain quiet until everyone is done. **Assessment** • Graded for accuracy **Closure**	**How are students being engaged?** • Students will be taking a quiz **How are students using/applying what they learn?** • Students will be graded on what they have learned	• Student Computer • Pen or Pencil • Vocabulary test • Vocabulary answer key

• Submission of test; review answers if time permits		
Segment #7 - Grounds for Civil Case Dismissal ***Time – 20 minutes*** **Opening/Sponge/Motivator** • Teacher gives students the following scenario and has them engage in a think-pair-share activity (brainstorm individually, share/compare responses with an elbow partner, then share responses with the whole class for a brief discussion): *Doe sues Smith for breach of contract related to the rental of a houseboat for a lake vacation. Doe alleges in the complaint that Smith advertised the boat for rental, Doe paid a rental fee, and then wasn't allowed to use the boat for their vacation. Do you believe the complaint alleges all of the required elements for Smith to be found liable? Why or why not?* **Activity** • Teacher ensures that all students have access to a computer/device and has each student quickly research/locate Federal Rules of Civil Procedure 12(b) then share with the class what the grounds are for dismissal in courts which follow these rules. • Explain that we are now going to further explore *[some review material from section 5]* some of the possible grounds to dismiss a civil case. Teacher continues with the PowerPoint "Civil Case Resolutions and Post-Trial"slides 4-9 while students take Cornell Notes and add to their vocabulary glossary as needed. Use the	**How are students being engaged?** • Students will be engaging in an active discussion about the slides to ensure they are paying attention while using active learning **How are students using/applying what they learn?** • Students will be tested at the end of the unit to gauge what they have learned	• Whiteboard/smartboard • PowerPoint Slides 4-9 • Interactive questions for slides 4-29

interactive discussion interactive questions while you are reviewing the slides. ● **Optional extension/enrichment**: Have students research a civil case in your jurisdiction using Google Scholar, Justia, or other resources, where dismissal was granted and outline the reasoning used by the court. **Assessment** ● Student participation in and responses to interactive discussion questions **Closure** ● Exit slip: The statute of limitations for filing a breach of contract case in your jurisdiction is four years. Plaintiff files their complaint five years after the alleged breach. What type of grounds for dismissal might this be? In one sentence, explain your reasoning (e.g., It is x because y). *[procedural deficiency]*		
Segment #8 - Settlement and ADR as Case Resolution ***Time – 20 minutes*** **Opening/Sponge/Motivator** ● Teacher shows the Negotiation Scene video (1:39) and facilitates a quick whole-class discussion about whether they believe parties have any **duty** to negotiate a settlement out-of-court, and why or why not. If there is no duty, what might be the advantages of doing so? **Activity**	**How are students being engaged?** ● Students will be engaging in an active discussion about the slides to ensure they are paying attention while using active learning **How are students using/applying what they learn?**	● Whiteboard/smartboard ● PowerPoint Slides 10-15 ● Interactive questions for slides 4-29

• Explain that we are now going to further review *[material from section 5]* settlement and alternative dispute resolution options in a civil case. Teacher continues with the PowerPoint "Civil Case Resolutions and Post-Trial" slides 10-15 while students take Cornell Notes. Use the interactive discussion questions while you are reviewing the slides. • **Optional extension/enrichment**: Have students research which ADR options are most commonly used in your jurisdiction and report results back to the class. **Assessment** • Student participation in and responses to interactive discussion questions **Closure** • Exit slip: Using a T-Chart template, students compare and contrast settlement and each ADR method as case resolution options.	• Students will be tested at the end of the unit to gauge what they have learned	
Segment #9 - Litigation as a Case Resolution Option ***Time – 20 minutes*** **Opening/Sponge/Motivator** • Teacher asks students to recall earlier parts of this course *[e.g., section 2]* where they learned about attorney compensation and costs. What costs, in addition to a potential damages award, are involved? What would they guess is the average cost of a client to take a civil case through litigation? Share responses. *[If time*	**How are students being engaged?** • Students will be engaging in an active discussion about the slides to ensure they are paying attention while using active learning	• Whiteboard/smartboard • PowerPoint Slides 16-29 • Interactive questions for slides 4-29

permits, share with students, e.g., data from Tort Costs in America] **Activity** ● Explain that we are now going to further review *[material from section 5]* litigation as a case resolution option in a civil case. Teacher continues with the PowerPoint "Civil Case Resolutions and Post-Trial" slides 16-29 while students take Cornell Notes. Use the interactive discussion questions while you are reviewing the slides. ● **Optional extension/enrichment**: Have students review data to determine the costs of litigation in your state (including average attorney fee hourly rate). **Assessment** ● Student participation in and responses to interactive discussion questions **Closure** ● Exit slip: List the advantages and disadvantages of litigation as a method of resolving a civil case.	**How are students using/applying what they learn?** ● Students will be tested at the end of the unit to gauge what they have learned	
Segment #10 - Reading Recap of Civil Case Resolution Options ***Time – 20 mins*** **Opening/Sponge/Motivator** ● Using a Tree Map template, have students categorize methods and supporting points	**How are students being engaged?** ● Students will be engaging in an active reading about possible resolution options in a civil dispute using key concepts in the reading	● Whiteboard/smartboard ● Article Exploring Resolution Options in Civil Disputes ● Article #1 Review Questions ● Article #1 Answer Key

about civil case resolution options they have learned so far. **Activity** ● Explain that students will read and annotate an article which describes possible resolution options in a civil dispute: *Exploring Resolution Options in Civil Disputes* and individually answer review questions (these questions could also be put into Kahoot or Quizlet, or could be an interactive discussion). **Assessment** ● Review questions will be graded **Closure** ● Exit slip journal entry: What is one new point you learned about case resolution options? Which option do you feel would be most effective and why?	to answer the review questions. **How are students using/applying what they learn?** ● Students will be tested at the end of the unit to gauge what they have learned.	
Segment 11 - Project - Understanding Dispute Resolution #1 ***Time – 30 mins*** **Opening/Sponge/Motivator** ● Explain to students that they will be working on a multi-modal collaborative project including research and a presentation on different types of civil dispute resolution methods. **Activity** ● Divide students into small groups of 3-4 and assign each group a different type of dispute resolution method. Review the parameters of the project including when each phase is due, and provide the project rubrics to students from	**How are students being engaged?** ● Students will be engaging in collaborative research and presentation about civil case resolutions, enhancing their understanding of legal principles. **How are students using/applying what they learn?**	● Student computers ● Printer paper ● Project - Understanding Dispute Resolution ● Natl U_Research Log Template ● Presentation Options

the project guide. Teacher ensures that all students have the resources necessary to complete the project. Students begin their research and presentation preparation. ● Teacher sets aside time to meet with each group throughout the project to answer questions and provide direction. **Assessment** ● The class project is graded according to rubrics from the project guide. **Closure** ● Advise students that they will continue their research and presentation preparation in the next segment.	● Students will engage in collaborative research and a presentation, including group discussion where students share their analyses and insights with their peers.	
Segment 12 - Project - Understanding Dispute Resolution #2 ***Time – 30 mins*** **Opening/Sponge/Motivator** ● Teacher informs students that they should conclude their research in this segment, and begin to plan their presentation. **Activity** ● Continue the workflow from segment 11 **Assessment** ● The class project is graded according to rubrics from the project guide. **Closure** ● Advise students that they will conclude their research and presentation preparation in the next segment.	**How are students being engaged?** ● Students will be engaging in collaborative research and presentation about civil case resolutions, enhancing their understanding of legal principles. **How are students using/applying what they learn?** ● Students will engage in collaborative research and a presentation, including group	● Student computers ● Printer paper ● Project - Understanding Dispute Resolution ● Natl U_Research Log Template ● Presentation Options

	discussion where students share their analyses and insights with their peers	
Segment 13 - Project - Understanding Dispute Resolution #3 ***Time – 30 mins*** **Opening/Sponge/Motivator** ● Teacher informs students that their research should be finished, and they should complete planning their presentation. **Activity** ● Continue the workflow from segments 11-12 **Assessment** ● The class project is graded according to rubrics from the project guide. **Closure** ● Advise students that they will do their presentations in the next segments (***Teacher Note: assign project order/times*).	**How are students being engaged?** ● Students will be engaging in collaborative research and presentation about civil case resolutions, enhancing their understanding of legal principles. **How are students using/applying what they learn?** ● Students will engage in collaborative research and a presentation, including group discussion where students share their analyses and insights with their peers	● Student computers ● Printer paper ● Project - Understanding Dispute Resolution ● Natl U_Research Log Template ● Presentation Options
Segment 14-16 Project - Understanding Dispute Resolution #4-6 ***Time – 90 minutes*** **Opening/Sponge/Motivator**	**How are students being engaged?** ● Students will be engaging in collaborative research	● Student computers ● Printer paper ● Project - Understanding Dispute Resolution ● Presentation Options

• Quickly review the presentation parameters with the students (4-5 minutes, all students in the group must present a portion, visual aids, be ready to answer questions, etc.). **Activity** • Students will present their projects to the class and be graded according to the rubrics, **Assessment** • The class project is graded according to rubrics from the project guide. **Closure** • Quickly debrief the project with the students, including having them list 1-2 items that went well, and 1-2 that could improve their performance/understanding of the topics.	and presentation about civil case resolutions, enhancing their understanding of legal principles. **How are students using/applying what they learn?** • Students will engage in collaborative research and a presentation, including group discussion where students share their analyses and insights with their peers	• Additional Sample Rubric with Points
Segment #17 - Types of Appealable Trial Issues ***Time – 20 minutes*** **Opening/Sponge/Motivator** • Teacher engages the students in a quick whole-class discussion: What do you think might happen if one of the parties is convinced that the outcome of their civil case is legally incorrect? **Activity** • Explain that we are now going to describe the appeals process for civil cases using the PowerPoint "Civil Case Resolutions and Post-Trial" slides 30-35 while students take	**How are students being engaged?** • Students will be engaging in an active discussion about the slides to ensure they are paying attention while using active learning **How are students using/applying what they learn?** • Students will be tested at the end of the unit to	• Whiteboard/smartboard • PowerPoint Slides 30-35 • Interactive questions for slides 30-51

Cornell Notes. Use the interactive discussion questions while you are reviewing the slides. **Assessment** ● Student participation in and responses to interactive discussion questions **Closure** ● Exit slip journal entry: In a breach of contract case, the judge fails to allow the plaintiff to introduce an exhibit signed and dated by both parties which outlines the terms of their agreement. After losing at trial, the plaintiff considers appealing. What ground/s of appeal might the plaintiff assert and why?	gauge what they have learned	
Segment #18 - Trial vs Appellate Process/Hierarchy of Appellate Courts ***Time – 20 minutes*** **Opening/Sponge/Motivator** ● Using a Tree Map, teacher has students recall from earlier sections of this course the major steps of a civil trial. Share responses. If not in order, put them in order on the board. **Activity** ● Explain that we are now going to delve deeper into the appeals process for civil cases using the PowerPoint "Civil Case Resolutions and Post-Trial" slides 37-45 while students take Cornell Notes. Use the interactive discussion questions while you are reviewing the slides. ● **Optional extension/enrichment**: Have students research the hierarchy of courts in your	**How are students being engaged?** ● Students will be engaging in an active discussion about the slides to ensure they are paying attention while using active learning **How are students using/applying what they learn?** ● Students will be tested at the end of the unit to gauge what they have learned	● Whiteboard/smartboard ● PowerPoint Slides 36-45 ● Interactive questions for slides 30-51

state (see, e.g., Ballotpedia Appellate Court or Justia state court links) **Assessment** ● Student participation in and response to interactive discussion questions **Closure** ● Exit slip journal entry: Explain briefly the importance of having a complete and accurate trial record for the appeals process.		
Segment #19 - Reading Recap of Trial vs. Appellate Process ***Time – 20 mins*** **Opening/Sponge/Motivator** ● Using a double bubble map, students will depict the points of trial vs appellate process that they have learned to this point. Share random responses. **Activity** ● Explain that students will read an article that recaps elements of the appeals process for civil cases. Distribute the article *Navigating the Course of Justice* (hard copies or digital) to students to read and annotate. After reading, students will individually answer the review questions/quiz (these questions could also be put into Kahoot or Quizlet for an interactive format). **Assessment** ● Review questions/quiz will be graded	**How are students being engaged?** ● Students will be engaging in an active reading about trial vs appellate processes using key concepts in the reading to answer the review questions/quiz **How are students using/applying what they learn?** ● Students will be tested at the end of the unit to gauge what they have learned	● Whiteboard/smartboard ● Article #2 Navigating the Course of Justice ● Article #2 Review Questions/Quiz ● Article #2 Review Questions/Quiz with Answer Key

Closure ● Review answers to quiz, if time permits		
Segment #20 - Role of Precedent and Types of Decisions in Appellate Cases ***Time – 20 minutes*** **Opening/Sponge/Motivator** ● Teacher has students complete the K (what they already know) and W (what they want/need to learn) portions of a KWL chart about "appellate opinions." Share responses. **Activity** ● Explain that we are reviewing the role of precedent and the part it plays in decisions rendered within the appeals process for civil cases. Teacher continues with the PowerPoint "Civil Case Resolutions and Post-Trial" slides 46-51 while students take Cornell Notes. Use the interactive discussion questions while you are reviewing the slides. ● **Optional extension/enrichment**: Have students research how appellate opinions are written and published in federal and state courts, e.g., Approach to Writing Trial Court Opinions, How to Read an Opinion of a Court, and Ohio Supreme Court Writing Manual - Part III (Google Search for your state if available) and present their findings. **Assessment** ● Student participation in and response to interactive discussion questions	**How are students being engaged?** ● Students will be engaging in an active discussion about the slides to ensure they are paying attention while using active learning **How are students using/applying what they learn?** ● Students will be tested at the end of the unit to gauge what they have learned	● Whiteboard/smartboard ● PowerPoint Slides 46-51 ● Interactive questions for slides 30-51

Closure ● Exit slip: Students complete the L (what I've learned/still need to learn) portion of the KWL chart begun in the opening of the segment.		
Segment #21 - Research Project - Appellate Process ***Time – 30 minutes*** **Opening/Sponge/Motivator** ● Teacher plays the first 3 minutes of oral argument in the US Supreme Court case of Smith v. Spizzirri (2024). Teacher then asks students in a quick whole-class discussion: How does oral argument in an appellate court compare with an opening statement during a trial? Share responses. **Activity** ● Teacher ensures that each student has a computer/device to complete Internet research. Students research (locate and read/annotate) the case of Smith v. Spizzirri (US Supreme Court Case No. 22-1218, Decided 5/16/2024) and determine: 1) what type of law was involved in the underlying trial court case *[employment law]*; 2) what is the issue before the US Supreme Court *[whether the trial court improperly dismissed the case concurrently with issuing an order compelling arbitration under the FAA]*; 3) what type of appealable issue was involved *[error of law/abuse of discretion]*; 4) what was the Supreme Court's decision *[reversed and remanded for further*	**How are students being engaged?** ● Students will be engaging in an active discussion about the slides to ensure they are paying attention while using active learning **How are students using/applying what they learn?** ● Students will be tested at the end of the unit to gauge what they have learned	● Whiteboard/smartboard ● Student computers ● Smith v. Spizzirri oral argument ● Smith v. Spizzirri case (Google Scholar; can use other subscription online resource if available)

proceedings]. Discuss the students' findings and how they relate to the overall appellate process. (***Teacher Note: Could also review the concepts of statutory interpretation from section 4 of this course.*) ● **Optional extension/enrichment**: 1)Have students complete an IRAC case brief of the Smith v. Spizzirri case; 2) Have students write and do a 2-3 minute oral argument simulation for an appeal, see, e.g., Sample Appellate Briefs Three Bears v. Goldilocks. **Assessment** ● Student participation in/results from Internet research and group discussion **Closure** ● Exit slip: Have students do a quick-draw of the major steps of the appellate process.		
Segments 22-24 (This is a 90-minute block to complete the study guide for the unit test) ***Time – 90 minutes*** **Opening/Sponge/Motivator** ● Remind students that a unit summative assessment is coming up, and that there will be a review in preparation. **Activity** ● Have students write sample exam questions from their notes, worksheets, and projects and exchange to determine depth of understanding; review responses and clarify as needed. ● Review test-taking strategies.	**How are students being engaged?** ● Students will be working by themselves or can work in groups to complete the study guide for their unit test. **How are students using/applying what they learn?** ● Students will be able to look up answers they do not remember and	● Practice test/study guide ● Answer Key

• A practice test/study guide is provided, along with an answer key, which students can complete individually or in groups. • Teacher could enter questions into Kahoot or Quizlet for an interactive, fun review format. **Assessment** • Students will be engaging in active discussions and responding to questions to ensure learning of the objectives from this lesson **Closure** • Advise students what formats of questions will be on the exam. Encourage students to study notes, projects, and provided materials to prepare for success on the test.	engage in active learning in preparation for the unit test	
Segments 25-27 (This is a 90-minute block for the unit exam) ***Time – 90 mins*** **Opening/Sponge/Motivator** • Remind students they will be taking a final exam, and notify them the number and types of questions, and how long they will have to complete it. Answer any questions on format. **Activity** • Distribute the Section Test to students (hard or digital copies), and remind them to put their name on it. Remind students to turn the test over or turn it in when they are finished, and to remain quiet until all students finish. **Assessment**	**How are students being engaged?** • Students will be taking the unit test **How are students using/applying what they learn?** • Application of principles from throughout the unit on the final exam	• Student Computer • Pen or Pencil • Section 9 Final Exam • Section 9 Final Exam Answer Key

• Unit summative assessment is graded for accuracy **Closure** • Distribute certificates of competency for those students who have passed; discuss work-based learning and SkillsUSA options; de-brief the course and ask for feedback on additional materials or activities that would be helpful for future students (could be done as an online survey, e.g., Google Forms).		
PLC Question Three: What will we do when students have not learned? **Interventions** • Reteach • Re-cover and re-assess to mastery • Peer teach • Support and scaffolding assignments • Alternative assignments • One-on-one tutoring		
PLC Question Four: What will we do when students have learned? **Enrichment** • Have students do peer tutoring • Complete optional extension/enrichment activities in segments above		
Additional Information Related to the Course Section: • **SkillsUSA Connection(s):** • SkillsUSA Competition Categories and Descriptions **Notes:** •		

Pacing from a comprehensive high school with 90 minute block class periods:

Week 1

Day 1: Segment 1, Segment 2, and Segment 3

Day 2: Segment 4, Segment 5, and Segment 6

Day 3: Segment 7, Segment 8, and Segment 9

Day 4: Segment 10, Segment 11, and Segment 12

Day 5: Segment 13, Segment 14, and Segment 15 (90-minute block for presentation of projects)

Week 2

Day 1:, Segment 16, Segment 17, and Segment 18

Day 2: Segment 19, Segment 20, and Segment 21 (90-minute block for study guide)

Day 3: Segment 22, Segment 23, and Segment 24 (90-minute block for unit exam)