

Course Name: Civil Law	Semester: TBD
Course Section 2: Civil Law Offices	Duration of this course section: 15 hours
<u>PLC Question One: What do we want all students to know and be able to do?</u>	
<u>Objectives covered from the course outline:</u> • Describe the role of important persons in a civil law office • Describe how income is generated in a law office and what costs are incurred at a law office • Describe ethical issues that arise in the field of civil law and how to navigate those issues	
<u>Supporting Objectives (if any):</u> • <i>Teachers will reference their own local and state education standards to identify supporting standards that may apply to the course</i>	
<u>Essential Questions:</u> • Standard 1: What are the important roles in a law office and what do they do? • Standard 2: How is income generated in a law office, and what costs are typically incurred? • Standard 3: What ethical issues commonly arise in the field of civil law, and what strategies can be employed to navigate them effectively?	
<u>Student-Friendly Learning Targets (*Learning Targets are based on the “Competencies” in the course outline):</u> Standard 1: • I can explain the role of important persons in a law office • I can describe the role of in-house counsel and what types of employers may have in-house counsel Standard 2: • I can differentiate how billing and expenses are handled at a private practice vs a public practice • I can describe common law office costs, including malpractice insurance, subscriptions, and other regular expenses • I can explain the fee structures that are commonly used by law firms • I can describe the legal billing process Standard 3: • I can demonstrate professional responsibility and time management	

- I can describe potential ethical challenges in a legal office setting
- I can demonstrate positive ethical behavior when confronted with ethical challenges
- I can explain how professional and ethical responsibilities should guide the behavior of participants in the investigation and trial processes

Essential Vocabulary

Key Academic Vocabulary:

Paralegal, Legal assistant, Bookkeeper, Office manager, Attorney, Law Clerk, Legal Secretary, Legal Intern, Legal Administrator, Managing Partner, Associate Attorney, Junior Attorney, Senior Partner, Legal Consultant, Legal Researcher, Receptionist, Client Liaison, File Clerk, Notary Public, Mediator, Arbitrator, Billable Hours, Legal Fees, Retainer Fees, Contingency Fees, Consultation Fees, Flat Fees, Hourly Rates, Settlement Proceeds, Court Awards, Referral Fees, Miscellaneous Income, Salaries/Wages, Office Rent, utilities, Equipment costs, Legal research expenses, Continuing education/training fees, Insurance premiums, Marketing/advertising expenses, Technology/software subscriptions, Professional association fees, Travel expenses, Office supplies, Client entertainment, Taxes, Legal support services (e.g., court reporters, process servers), Client communication expenses (e.g., phone bills, postage), Deposition expenses, Expert witness fees, Administrative costs, Professional development expenses, Conflict of interest, Attorney-client privilege, Confidentiality, Candor to the tribunal, Zealous representation, Competence, Honesty, Fairness, Unauthorized practice of law, Billing practices, Client consent, Duty of loyalty, Professional integrity, Disclosure of information, Avoidance of misleading statements, Maintaining client confidences, Avoiding bias, Ensuring impartiality, Upholding professional standards, Compliance with legal and ethical rules

Scaffolded/Review Academic Vocabulary:

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

Assessment and Evidence

- Vocabulary Activities
- Readings and Questions
- Worksheets
- Quizzes
- Internet research

- Projects
- Summative Assessment

Classroom Assessments:

Proficiency Scales

Score 4.0	<u>The student will:</u> • Provide recommendations for optimizing office efficiency, enhancing collaboration, and fostering a positive work environment based on a sophisticated understanding of personnel roles. • Demonstrate a deep understanding of complex ethical dilemmas in civil law practice and offer sophisticated and nuanced strategies for navigating these issues, integrating legal principles and ethical considerations effectively. • Be able to analyze the efficiency and effectiveness of income generation methods and cost management strategies within a law office, providing insightful recommendations for improvement.
Score 3.0	<u>The student will:</u> • Be capable of explaining in detail the various methods of income generation and types of costs incurred in a law office, demonstrating a comprehensive understanding. • Be capable of describing a wide range of ethical issues specific to civil law and providing detailed and well-reasoned strategies for addressing them. • Demonstrate an understanding of how each role contributes to the overall functioning of the office and supports the delivery of legal services. •
Score 2.0	<u>The student will:</u> • Be able to identify some key roles within a civil law office and provide basic descriptions of their responsibilities. • Be able to list some common sources of income and types of costs in a law office but lacks depth or detail. • Be able to recognize some ethical issues relevant to civil law and suggest basic strategies for navigating them.

Planning Question: How will teachers facilitate the learning?

<u>Lesson Outline</u>	<u>Engagement and Application</u>	<u>Links to lesson materials and resources</u>
<u>Segment #1 - Intro and Unit Vocabulary</u> <i>Time - 20 mins</i> Opening/Sponge/Motivator - Begin by introducing why civil law office roles are important. A sample introduction with interaction questions can be found here. - Explain that word searches help learn the structure and spelling of new concepts and related words. Hand out the word search sheet related to civil law office roles to students and have them locate the words on the list displayed on the data projector or smartboard. <i>*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.</i> Activity - Provide students the Word Search (vocabulary words from part 1) in hard copy or digital format to complete. Assessment - Word searches will be graded. Closure - Explain that some people might need more time to finish but move on to flashcards to reinforce these concepts and terms.	<i>Engagement:</i> <i>remind students to stay on task and bring up assignment as completed</i> - Working in pairs or groups on the word search <i>Student Interactions:</i> - You might allow English Language Learners (ELL) or Students with Disabilities (SWD) to work with peer mentors or in small groups - Word searches can be very difficult and frustrating for some students - particularly those with dyslexia <i>Student Reminders:</i> - Remind students to stay on task as there is more to this assignment	- Student Computers - Highlighters - Pen or Pencil Word Search Word Search Answer Key Vocabulary List Part 1

<u>Segment #2 - Unit Vocabulary Reinforcement #1</u> <u>Time – 20 mins</u> 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 creating and studying from their own flashcards here. 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 flash cards. * <i>Teacher: A tutorial on how to use Quizlet can be found here (begin 3:32) and on Pear Deck can be found here.</i> Assessment - Flash cards will be graded; inform students of an upcoming vocabulary quiz Closure - Explain that some people might need more time to finish but move on to the team assignment	<u>How are students being engaged?</u> - remind students to stay on task and bring up assignment as completed - student will create active recall and learn the roles of the civil law office by creating flash cards <i>Student Interactions:</i> - You might allow ELL or SWD to work with peer mentors or in small groups <i>Student Reminders</i> - remind students to stay on task as there is more to this assignment	- pencils or pens - index cards or online app - student computers Vocabulary List part 1
<u>Segment #3 - Unit Vocabulary Reinforcement #2</u> <u>Time – 20 mins</u> Opening/Sponge/Motivator Explain that students will get in pairs and begin to take turns quizzing each other using the	<i>Engagement:</i> Explain and show examples of Frayer Model flashcards or traditional flashcards <i>Student Interactions:</i>	- Flashcards created by students Vocabulary List Flashcard Step by Step options

flashcards created using the vocabulary that will be on the quiz. <u>Activity</u> - Flashcard studying <u>Assessment</u> - Students will study and engage in learning the roles of a civil law office; do an informal pre-test of their knowledge of the roles before beginning. <u>Closure</u> - Explain that students will need to finish their flashcards and study the vocabulary for the upcoming quiz	- You might allow ELL or SWD to work with peer mentors or in small groups <i>Student Reminders</i> - Remind students to stay on task	
<u>Segment #4 - Civil Law Office Roles</u> <u>Time – 20 minutes</u> <u>Opening/Sponge/Motivator</u> - Explain the roles of the civil law office using a visual aspect. A sample introduction can be found here. <u>Activity</u> - Students will engage in an interactive discussion while learning the information from the slides. Have students take Cornell Notes during the presentation. Optional extension: Assign students to contact a vetted member of your industry advisory board to do an informational interview about their role in a civil law office (**<i>Teacher note:</i>	<i>Engagement:</i> - Engage students during presentation of slides <i>Student Interactions:</i> - Students should be interacting through open discussion and feedback during presentation to ensure understanding <i>Student Reminders:</i> - Remind students to stay focused and on task	- Whiteboard/smartboard/projector - computer Powerpoint Civil Law Office slides 1-15 - sample questions to ask students as you are reviewing the PowerPoint slides can be found here.

<i>sample questions begin on page 5 of the linked document).</i> PowerPoint “Civil Law Office” <u>Assessment</u> • Student participation in and response to interactive discussion questions <u>Closure</u> • Continue to the next segment		
<u>Segment #5 - Dynamics of a Law Office</u> <i>Time – 20 mins</i> Opening/Sponge/Motivator • Have students engage in a think-pair-share activity about what they have already learned about the roles in a civil law office (brainstorm and list individually, share and compare results with an elbow partner, then class shares as a whole). Activity • Provide a hard or digital copy of the article <i>Unlocking the Dynamics of a Law Office: Understanding the Roles of Key Personnel</i> and complete the worksheet. A short introduction can be found here. Have students take Cornell Notes or annotate the article as they read it. Once students finish with reading the article, use the check for understanding questions to engage in an open-class discussion regarding what they read (<i>* Teacher: answers included on the sheet</i>). Lastly, provide each student with the worksheet for this article to complete individually. This may also be given to them as homework.	<i>Engagement:</i> • Remind students to stay on task and bring up assignment as completed <i>Student Interactions:</i> • You might allow ELL or SWD to work with peer mentors or in small groups <i>Student Reminders:</i> • Remind students to stay on task	• Whiteboard/smartboard • Student computers • Article Unlocking the Dynamics of a Law Office: Understanding the Roles of Key Personnel • Check for understanding Engagement • Worksheet: Exploring Roles in a Law Office with Answer Key

• Optional extension: Break students into 5 groups; ensure students have access to a computer device to complete Internet research at Occupational Outlook Handbook: Legal Occupations. Each group will be assigned 1 of the 5 job titles, which they will click on, and then review the “What They Do” tab. Each group will select a reporter to share their findings orally with the rest of the class, while the students take notes. This could be expanded to have students do a 2-3 page career research paper, outlining the work environment, wages, and employment outlook. Assessment • Worksheet will be graded Closure • Continue to the next segment		
<u>Segment #6 - In-House Counsel</u> Time – 20 mins Opening/Sponge/Motivator • Explain another option for legal careers is within a company or other organization, as <i>in-house counsel</i>. In a quick whole-class discussion, have students guess how they think this environment might differ from a typical law office. Activity • We will continue our understanding of the roles within a civil law office with another article (provide each student with a hard or digital copy): <i>Unveiling the Role of In-House Counsel: Navigating Legal Landscapes Within</i>	Engagement: • Remind students to stay on task and bring up assignment as completed Student Interactions: • You might allow ELL or SWD to work with peer mentors or in small groups Student Reminders: • Remind students to stay on task	• Whiteboard/smartboard • Article: Unveiling the Role of In-House Counsel: Navigating Legal Landscapes Within Organizations • Worksheet • Worksheet Answer Key • Civil Law Office Roles Quiz with Answer Key

<i>Organizations</i> Have students take Cornell Notes or annotate the article as they read it. You can use the worksheet as a check for understanding or provide it to the students as homework. Assessment • Civil Law Office Roles Quiz - teacher chooses questions from among those listed Closure • Review answers from the quiz		
<u>Segment #7 - Law Office Billing Vocabulary</u> <i>Time - 20 mins</i> Opening/Sponge/Motivator • Remind students that word searches help learn the structure and spelling of new concepts and related terms. • A sample introduction to this section can be found here Activity • Hand out the word search sheet related to law office billing to students and have them locate the words on the list displayed on the data projector or smartboard. <i>*Teachers: have students update their personal glossary of new vocabulary words, and post new vocab on a word wall in the classroom which is renewed in each part.</i> Assessment • Word searches will be graded.	<i>Engagement:</i> • remind students to stay on task and bring up assignment as completed <i>Student Interactions:</i> • You might allow ELL or SWD to work with peer mentors or in small groups • Word searches can be very difficult and frustrating for some students - particularly those with dyslexia <i>Student Reminders:</i> • Remind students to stay on task as there is more to this assignment	• Data projector/smartboard • Student Computers • Highlighters • Pen or Pencil • Word Search • Word Search Answer Key • Vocabulary List Part 2

Closure Explain that some people might need more time to finish but move on to flashcards to reinforce these concepts and terms.		
<u>Segment #8 - Billing Vocabulary Reinforcement #1</u> <i>Time – 20 mins</i> Opening/Sponge/Motivator - Remind students that flashcards are a fun way to learn and recall definitions and concepts. If reinforcement is needed, a video on flash card study tips can be found here. Activity - Tell students to write each vocabulary word/concept name from list #2 on the front of a flash card and the definition/concept 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. * <i>Teacher note: A tutorial on how to use Quizlet can be found here (begin 3:32) and on Pear Deck can be found here.</i> Assessment - inform students of an upcoming vocabulary quiz and how using their flashcards can help them with reactive memory. Closure - Explain that some people might need more time to finish but move on to the team assignment	<u>How are students being engaged?</u> - remind students to stay on task and bring up assignment as completed - student will create muscle memory and learn the roles of the civil law office <i>Student Interactions:</i> - You might allow ELL or SWD to work with peer mentors or in small groups <i>Student Reminders</i> - remind students to stay on task as there is more to this assignment	- pencils - index cards - student computers Vocabulary List Part 2

<u>Segment #9 - Billing Vocabulary Reinforcement #2</u> <u>Time – 20 mins</u> <u>Opening/Sponge/Motivator</u> - Explain that students will get in pairs and begin to take turns quizzing each other using the flashcards created with part 2 of the vocabulary. <u>Activity</u> - Have students rotate through different partners at different desks/stations throughout this exercise and quiz each other on the concepts and terms (move after every 2 turns - e.g., rotate clockwise; you may set and display a timer with alarm signaling the move). <u>Assessment</u> - Students will study and engage in learning about how client billing is structured in civil law offices. <u>Closure</u> - Explain that students will need to finish their flashcards and study the vocabulary for the quiz	<i>Engagement:</i> - Explain and show examples of Frayer Model flashcards or traditional flashcards <i>Student Interactions:</i> - You might allow ELL or SWD to work with peer mentors or in small groups <i>Student Reminders</i> Remind students to stay on task	- Flashcards created by students Flashcard Step by Step Options
<u>Segment #10 - Legal Billing Fees and Costs</u> <u>Time – 20 minutes</u> <u>Opening/Sponge/Motivator</u> Show students the old Larry H. Parker commercial, then ask students to brainstorm individually for one minute how they think of other ways attorneys might get paid by clients for their work and ask for volunteers (or randomly choose students) to respond.	<i>Engagement:</i> - Engage students during presentation of slides <i>Student Interactions:</i> - Students should be interacting through open discussion and feedback during	- Whiteboard/smartboard - computer / projector Powerpoint Civil Law Office slides 16-24 - sample discussion questions with answer key can be found here. You can use these questions to

- Explain that this section will describe how income is generated and what costs are incurred at a law office. A sample introduction can be found here. Activity - Teacher shows the PowerPoint “Civil Law Office” and asks discussion/comprehension questions throughout; students take Cornell Notes throughout. <i>*Teachers: have students update their personal glossary of new vocabulary words as they go through the lecture, and post new vocab on a word wall in the classroom which is renewed in each part.</i> Assessment - Teacher will formatively assess student responses to sample discussion questions. Closure - Each student completes a sticky note with one new point they learned about civil law office billing and leaves it at a designated spot in the classroom as they exit.	presentation to ensure understanding Student Reminders: Remind students to stay focused and on task	ensure the students are understanding the slides.
<u>Segment #11 - Legal Billing (Private/Public Practice)</u> Time – 20 mins Opening/Sponge/Motivator Have students do a KWL chart about what they already Know (K), and what they still Want (W)to learn about income generation and costs	Engagement: - Remind students to stay on task and bring up assignment as completed Student Interactions: - You might allow ELL or SWD to work with peer	- Whiteboard/smartboard Article: Navigating Billing and Expenses in Legal Practices: Private vs. Public Quiz

incurred in a law office. Call on students to share responses. Activity • Explain to students that they will do a jigsaw activity to read and explain portions of the article: <i>Navigating Billing and Expenses in Legal Practices</i>. A short introduction to this article can be found here. • Break the class into 3 groups (all read the intro, 1) Private Practice, 2) Public Practice, and 3) Common Costs) to read and discuss, then take turns to report content to the class as a whole. All students take Cornell Notes on the article and may ask their peers questions on the sections they did not read. • Remind the students that there will be a check for understanding quiz at the end of today's session; this could be done in Kahoot to make it more interactive; here is a tutorial on how to create a quiz in Kahoot (students need a device to take the quiz - phone or laptop). If you would like to make the quiz an interactive discussion with the students, that is an option. Assessment • Quiz (or discussion participation) will be graded Closure • Review quiz answers	mentors or in small groups Student Reminders: • Remind students to stay on task	
<u>Segment #12 - Demystifying Fee Structures</u> Time – 20 mins Opening/Sponge/Motivator • Have students complete their KWL chart from the last section on what they have Learned and	Engagement: • Remind students to stay on task and bring up assignment as completed	• Whiteboard/smartboard • student computers • Article: Demystifying Fee Structures and Legal Billing Process in Law Firms

still need to Learn (L) section about law office billing and costs. Quickly discuss the responses. Activity - Explain to students that they will be reviewing an additional article (distribute hard or digital copies): <i>Demystifying Fee Structures and Legal Billing Process</i>. An introduction to this article and activity can be found here. All students will take Cornell Notes or annotate the article as they read it Optional extension: Give students the scenario and have them create an hourly bill for the client. - Remind students there will be a quiz to check for understanding or you may use the quiz as an interactive discussion with the students. Assessment - Quiz or discussion participation will be graded Closure - Review quiz answers	Student Interactions: - You might allow ELL or SWD to work with peer mentors or in small groups Student Reminders: - Remind students to stay on task	Quiz Billing Scenario (optional extension)
<u>Segment #13 - Intro to Legal Ethics</u> <u>Time – 20 minutes</u> <u>Opening/Sponge/Motivator</u> Provide students with the following scenario and ask them if they think the attorney acted ethically, and why or why not in a quick whole-class discussion: An attorney was contacted by a person to sue ABC company because they were injured by a product they	Engagement: - Engage students during presentation of slides Student Interactions: - Students should be interacting through open discussion and feedback during	- Whiteboard/smartboard Powerpoint Civil Law Office slides 25-33 - class discussion questions can be found here.

bought from ABC that was allegedly defective and dangerous. The attorney used to represent ABC Company 2 years ago in similar cases, but accepts the new case anyway. - Explain that this portion of the course deals with ethical issues that arise in the field of civil law and how to navigate those issues. A short introduction can be found here. be sure to have students answer the discussion questions while interacting with the powerpoint <u>Activity</u> - Display the PowerPoint “Civil Law Office” on a data projector or smartboard; have students take Cornell Notes throughout the presentation. <i>*Teachers: have students update their personal glossary of new vocabulary words, and post new vocab on a word wall in the classroom which is renewed in each part.</i> <u>Assessment</u> - Use class discussion questions in an open-ended conversation with the students to make sure they are understanding. <u>Closure</u> - Continue to the next segment	presentation to ensure understanding <i>Student Reminders:</i> Remind students to stay focused and on task	
<u>Segment #14 - Professional Responsibility & Time Management</u> <i>Time – 20 mins</i> Opening/Sponge/Motivator	<i>Engagement:</i> Remind students to stay on task and bring up assignment as completed	- Whiteboard/smartboard Article: Demonstrating Professional Responsibility and Time Management Quiz

- Teacher has students engage in a think-pair-share activity (brainstorm individually, then share/compare responses with an elbow partner, then share with the whole class in a brief discussion) with the following scenario and question: Attorney has taken on a civil case for a client who asks to sue someone for breaking a contract to sell property; the attorney takes a \$5,000 retainer fee and spends it, but then fails to file the complaint before the deadline (statute of limitations). How might the attorney have acted unethically? Activity - Distribute <i>Article Demonstrating Professional Responsibility and Time Management</i> (hard or digital copy) to students and have them take Cornell Notes or annotate the article as they read it. Inform students they will have a quiz on the understanding of professional responsibility and time management. You can use the quiz as a guided discussion or formative assessment. Assessment - Quiz will be graded, either for discussion participation or as a formative assessment tool Closure - Continue to the next segment	Student Interactions: - You might allow ELL or SWD students mentors or in small groups Student Reminders: - Remind students to stay on task	
<u>Segment #15 - Positive Ethical Behavior</u> Time – 20 mins Opening/Sponge/Motivator Ask students to brainstorm individually what characteristics they think are most important for civil law office employees to help them act	Engagement: Remind students to stay on task and bring up assignment as completed Student Interactions:	- Whiteboard/smartboard Article: Demonstrating Positive Ethical Behavior in the Face of Ethical Challenges Quiz with Answer Key

ethically. Share responses in a quick classroom discussion. Activity - Distribute the <i>Article Demonstrating Positive Ethical Behavior in the Face of Ethical Challenges</i> (hard or digital copy) to students and have them take Cornell Notes or annotate the article as they read it. Call on random students to explain what they noticed and what they wondered about the subject as they read it (don't repeat previous responses). Inform students there will be a check for understanding quiz regarding the subject. Assessment - Quiz will be graded Closure - Review quiz answers	- You might allow ELL or SWD to work with peer mentors or in small groups Student Reminders: - Remind students to stay on task	
<u>Segment #16 - ABA Model Rules of Professional Responsibility</u> Time – 30 mins Opening/Sponge/Motivator - Explain to students that each state has a code of ethics/professional responsibility by which attorneys are governed. Today, they will be researching and reviewing the contents of the Model Rules of Professional Responsibility promulgated by the American Bar Association. Activity - Teacher ensures that each student has a computer (laptop, etc.) to complete Internet research; break students into 8 pairs/groups. Student groups are directed to the ABA's Model Rules of Professional Responsibility Table of	Engagement: - Walk around the room monitoring students' progress, assisting them where needed Student Interactions: - Students will be working in small groups interacting with each other within their respective groups - You might allow ELL or SWD to work with peer mentors or in small groups	- Student computers ABA's Model Rules of Professional Responsibility Table of Contents

Contents and each group is assigned one part, beginning with “Client-Lawyer Relationship” and ending with “Maintaining the Integrity of the Profession.” - Each group skims their portion of the Model Rules, taking Cornell Notes on what types of rules are contained in that part. Each group appoints a reporter to tell the class as a whole what types of information is covered in their part of the Model Rules. Optional extension: Have students review sample test questions for the Multistate Professional Responsibility Exam that attorneys must pass before being licensed in many states and attempt a few of the questions. These can also be used as scenarios for interactive class discussion. (<i>**Teacher note: an answer key is provided</i>) Assessment - Participation in Internet research and reporting information to the class as a whole Closure - Continue to next segment	Student Reminders Remind students to stay on task	
<u>Segment #17 - Exploring Ethical Roles & Responsibilities #1</u> Time – 30 mins Opening/Sponge/Motivator Explain to students that they will be participating in groups to apply their knowledge of legal ethics/professional responsibility in civil law offices.	Engagement: - Walk around the room monitoring students’ progress, assisting them where needed Student Interactions: - Students will be working in small groups	- Data projector/smartboard - Student computers Teacher instructions for Project 1, including rubric Project 1

Activity - Project #1: Divide students into small groups. It is suggested the groups be larger than 2 but no more than 4 per group. An introduction to this project with group assignments can be found here. Display the rubric for students in advance so they know how they will be assessed on the project. <i>*Teacher: Please note there are 4 parts to the project that will be broken up into different sections, but this project should be completed within 3 segments.</i> Assessment - Participation and work product/presentation will be graded according to rubric Closure - Continue to next segment (project continues)	interacting with each other within their respective groups - You might allow ELL or SWD to work with peer mentors or in small groups Student Reminders - Remind students to stay on task	
<u>Segment #18 - Exploring Ethical Roles & Responsibilities #2</u> Time – 1 hour Opening/Sponge/Motivator - Students will continue to be in their groups from the prior segment Activity - Project #1 - groups continue to prepare and present to the class Assessment - Graded according to rubric Closure - continue to next segment	Engagement: - Walk around the room monitoring students' progress, assisting them where needed Student Interactions: - Students will be working in small groups interacting with each other within their respective groups - You might allow ELL or SWD to work with peer mentors or in small groups Student Reminders	- Data projector/smartboard - Student computers Project 1

	Remind students to stay on task	
<u>Segment #19 - Exploring Ethical Roles & Responsibilities #3</u> <i>Time – 30 mins</i> Opening/Sponge/Motivator - Students will continue to be in their groups to present to the class and do reflection activities Activity - Project #1 Assessment - Graded according to rubric Closure - De-brief the project - ask students what went well and what could be improved, plus one new item that they learned (could be done as a Google Form survey)	<i>Engagement:</i> - Walk around the room monitoring students' progress, assisting them where needed <i>Student Interactions:</i> - Students will be working in small groups interacting with each other within their respective groups - You might allow ELL or SWD to work with peer mentors or in small groups <i>Student Reminders</i> - Remind students to stay on task	- Data projector/smartboard - Student computers Project 1
<u>Segment #20 - Unit Review Game Show</u> <i>Time – 30 mins</i> Opening/Sponge/Motivator - Explain to students that they will be preparing for a unit assessment, both on content concepts and vocabulary. Activity - Today will be a Jeopardy game show format, with the class divided into 3 teams; use a timer with alarm (approximately 30 seconds per category slide) to “buzz in” and answer, with 3 students participating per turn (rotate 3 new students through each turn). The team with the	<i>Engagement:</i> - Students are actively engaged in the review process by participating in groups during the activity <i>Student Interactions:</i> - Guide the activity with the students' participation - You might allow ELL or SWD to work with peer	Jeopardy instructions, with answers and questions Jeopardy Template segment 20 review Vocabulary Study Guide

highest score at the end of the game gets an incentive (e.g., a few bonus class participation points). Assessment - Jeopardy game participation Closure - Encourage students to study by reviewing their Cornell Notes, vocabulary glossary, and flashcards in advance of the test.	mentors as they participate in the game Student Reminders Remind the students to study	
<u>Segment #21 - Unit Vocabulary Test</u> Time – 30 mins Opening/Sponge/Motivator - Review multiple choice testing strategies (provide in advance of the test segment) Activity - Distribute the Civil Law Office Roles/Vocabulary Test (hard copy or digital) and let students know how much time they have to complete it. Make sure their names are on their test form/answers before submitting. Assessment - Graded for accuracy Closure - Submission of test	Engagement: - Walk the room to ensure academic integrity Student Interactions: - Students will be working individually on the assessment Student Reminders - Remind students to use integrity during test taking - Remind students to turn over or turn in their test when finished, and remain quiet until all students have finished	- Student Computer - Pen or Pencil Civil Law Office Vocabulary Final Exam Civil Law Office Vocabulary Final Exam Answer Key
<u>Segment #22 - Unit Review</u> Time – 30 mins Opening/Sponge/Motivator Have each student write 3 example final test questions from their Cornell Notes throughout this section - one from each objective (with draft	Engagement: Students are actively engaged in the review process by participating individually or in groups	Study Guide (objectives)

answers separate) and enter them into either Kahoot or Quizlet (<i>teacher chooses which app to use</i>). Activity - Have students play a review game in Kahoot or Quizlet (<i>teacher chooses which app all students use</i>) using the questions and answers their classmates drafted in the opening. Provide students with the study guide to use as a resource. - Review the answers to the questions with the students, including the reasoning behind each one. Engage students in an open ended discussion from the review game. Assessment - Example test questions created and participation in the review game. Closure - Encourage students to study by reviewing their Cornell Notes, vocabulary glossary, and flashcards from this section to do well on the test.	depending on the activity Student Interactions: - Guide the activity with the students' participation - You might allow ELL or SWD to work with peer mentors or in small groups Student Reminders - Remind the students to study	
<u>Segment #23 - Unit Final Exam</u> Time – 30 mins Opening/Sponge/Motivator - Review testing strategies (provide in advance of the test segment) Activity - Distribute the Section Test to each student (hard copy or digital) and make sure they enter their name on the form/answers submitted. Inform	Engagement: - Walk the room to ensure academic integrity Student Interactions: - Students will be working individually on the assessment	- Student Computer - Pen or Pencil Section Test with Answer Key

students how long they have to complete the exam. <i>**Teacher chooses which questions from the test to administer to the students.</i> Assessment - Graded for accuracy Closure - Submission of test	Student Reminders - Remind students to use integrity during test taking - Remind students to turn over or turn in their completed test when finished, and remain quiet until all students have finished	
PLC Question Three: What will we do when students have not learned? Interventions - Reteach - Recovery - Peer teach - Alternative assignments - One-on-one tutoring		
PLC Question Four: What will we do when students have learned? Enrichment Use optional extension activities listed in segments above		
Additional Information Related to the Course Section: - Section Study guide SkillsUSA Connection(s): https://www.skillsusa.org/competitions/skillsusa-championships/categories-and-descriptions Notes: - Include guest speakers - Field trips		

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

Pacing Guide

Week 1

Day 1: Segment 1, Segment 2, Segment 3

Day 2: Segment 4, Segment 5, Segment 6

Day 3: Segment 7, Segment 8, Segment 9

Day 4: Segment 10, Segment 11, Segment 12

Day 5: Segment 13, Segment 14, Segment 15

Week 2

Day 1: Segment 16, Segment 17, Segment 18

Day 2: Segment 16, Segment 17, Segment 18

Day 3: Segment 19, Segment 20

Day 4: Segment 21

Day 5: Segment 22

Day 6: Segment 23