

# Unit 2: Ethics & The Law

Content Area: **CTE/Business**  
Course(s): **Business Law 1**  
Time Period: **OctNov**  
Length: **36 Days**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

## **Business Law I**

## **Unit 2-Ethics & The Law**

**Grades 9-12**

**Belleville Board of Education**

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## **Unit Overview**

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This unit focuses on laws and their ethical foundations. Students will define ethics and ethical decision making. Students will compare and contrast consequence based and rule based ethical reasoning. Students will analyze and discuss ways in which ethics are reflected in laws, regulations, and rules. Students will identify and define Corporate Social Responsibility and business ethics. Students will define civil disobedience and reflect on the origins of the civil rights and the impact and contributions of individuals such as Rosa Parks and Martin Luther King Jr. Students will analyze legislation and case law on women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities and how these groups have contributed to the American economy, politics and society. Students will assess the responses of the United States and other nations to the violations of human rights throughout history and comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. Students will evaluate the government response to climate change and the effects of global warming on environment.

## Enduring Understanding

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Students will;

- Identify elements of ethical decision making
- Apply ethical decision making strategies to ethical problems
- Students will consider how ethics is expressed in our laws and legal system
- Understand the impact of ethical decision making when dealing with personal and career issues
- Identify Corporate Social Responsibility with regard to business ethics, climate change, and women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities.
- Identify struggles of civil rights movements past and present and comprehend the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens
- Comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
- Identify the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- Discuss the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides
- Comprehend the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement
- Evaluate the government response to climate change and the effects of global warming on environment.

## Essential Questions

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- What is ethics?
- What are the elements of ethical decision making?
- What is business ethics?
- What is Rule Based ethical reasoning?
- What is Consequence Based ethical reasoning?
- How do our laws reflect ethics?
- How does our legal system reflect ethics?
- Why are we obligated to obey laws?
- Are we ever justified in violating the law?
- What is Corporate Social Responsibility?
- How can each citizen fight racism and hatred?
- What is the personal and legal responsibility that each citizen bears to fight racism?
- How have women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities contributed to the American economy, politics and society?
- How have the United States and other nations responded to the violation of human rights that occurred during the Holocaust and other genocides?
- What are the origins of the antislavery movement and what has been the impact of particular events, such as the Amistad decision, on the movement?
- What is and has been the government's response to climate change and the effects of global warming on environment?

## Exit Skills

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Upon completion of Unit 2, students will demonstrate the ability to:

- Define ethics and business ethics.
- Identify the elements of ethical decision making.
- Apply Rule Based ethical reasoning to resolve ethical problems.
- Apply Consequence Based ethical reasoning to resolve ethical problems.
- Explain how our laws reflect ethics and how our legal system reflect ethics.
- Explain why are we obligated to obey laws.
- Identify and explain Corporate Social Responsibility
- Explain civil disobedience and describe when we justified in violating the law?
- Identify and explain the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens
- Comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
- Identify the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- Discuss the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- Comprehend the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- Evaluate the government response to climate change and the effects of global warming on environment.

## **New Jersey Student Learning Standards (NJSL-S)**

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SOC.6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
WRK.9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).

## Interdisciplinary Connections

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LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.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).

## Learning Objectives

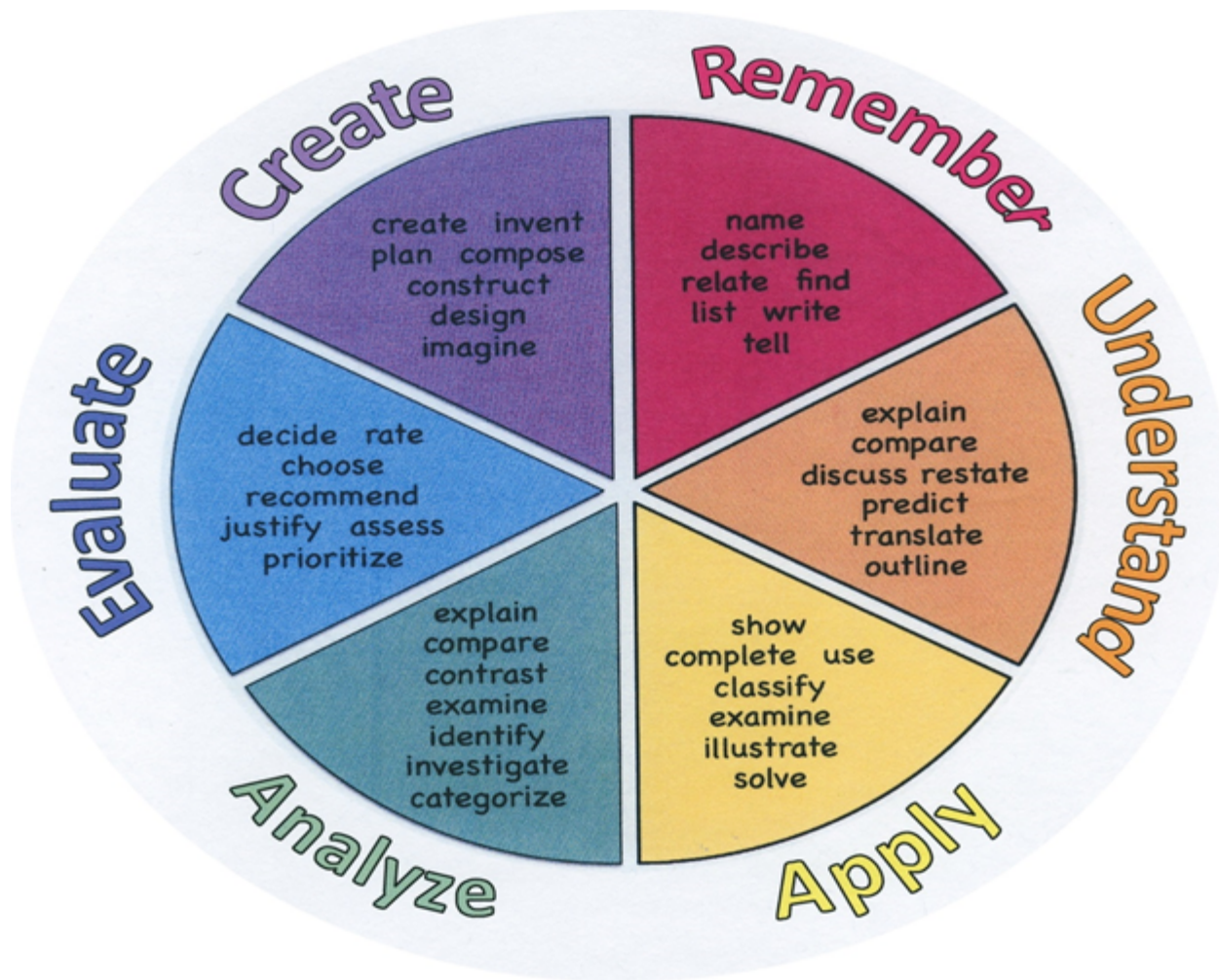
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- Define ethics and business ethics.
- Identify the elements of ethical decision making.
- Differentiate between Rule Based and Consequence Based ethical reasoning.
- Evaluate the application of Rule Based ethical reasoning to resolve ethical problems.
- Evaluate the application of Consequence Based ethical reasoning to resolve ethical problems.

- Analyze and evaluate how our laws reflect ethics and how our legal system reflect ethics.
- Analyze and evaluate why are we obligated to obey laws.
- Describe when we are justified in violating the law.
- Analyze acts of civil disobedience and evaluate consequences and explain if the actions were justified.
- Identify Corporate Social Responsibility with regard to business ethics, climate change, and women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities.
- Identify struggles of civil rights movements past and present and comprehend the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



## Suggested Activities & Best Practices

- Use of the e-learning platform using web based services for classroom management and lesson delivery
- Reading and outlining text and other e-material
- Using outline templates and PowerPoint presentations to reinforce student outlines
- Teacher oriented class discussion
- Reaction Papers addressing legal topics and current event issues
- Answering Discussion Questions and Unit/Lesson assessment questions
- Legal Vocabulary Review
- Unit specific Case Study exercises such as;
  - *Grimshaw v. Ford*
  - *The Madoff Investment Scandal*
  - *Browder v. Gayle (Rosa Parks)*
  - *United States v. Schooner Amistad*
- Analyze and discuss legislation, policy making, case law, and current event issues addressing;
  - The ethics of government decisions regarding climate change and global warming on the environment
  - The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people

- The civil rights movements and the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens
- The contributions of African-Americans to our country

## **Assessment Evidence - Checking for Understanding (CFU)**

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- Students will create outlines that will be reviewed and revised based on PowerPoint Presentation and class discussions- Alternate assessment
  - Checklists and the E-learning platform will be used to review student work for comprehension and understanding
  - Unit test-Summative Assessment
  - Evaluation rubrics for writing, oral presentations-Formative Assessment
  - Engage in Mock Trial debate of ethics based legal issues-Benchmark Assessment
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- Admit Tickets
  - Anticipation Guide
  - Common Benchmarks
  - Compare & Contrast
  - Create a Multimedia Poster
  - DBQ's
  - Define
  - Describe
  - Evaluate
  - Evaluation rubrics
  - Exit Tickets
  - Explaining
  - Fist- to-Five or Thumb-Ometer
  - Illustration
  - Journals
  - KWL Chart
  - Learning Center Activities
  - Multimedia Reports
  - Newspaper Headline
  - Outline
  - Question Stems
  - Quickwrite
  - Quizzes
  - Red Light, Green Light
  - Self- assessments
  - Socratic Seminar
  - Study Guide

- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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- E-Textbook: Law for Business and Personal Use
- Access to Legal periodicals such as NJSBF Legal Eagle and database resources such as Newsela, Mackin Educational Resources
- Internet access for legal research on current event issues including
- Presentation tools such as a Smart T.V.
- E-Learning Platform (Student Information Systems i.e. Power School/Schoology)

## **Ancillary Resources**

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- BHS Courtroom
- BHS Law Library
- Video equipment for recording courtroom trials and activities

## **Technology Infusion**

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- Access to a cloud-based Student Information System (i.e. PowerSchool) and learning management system (i.e. Schoology)
- Presentation tools to aid in lesson delivery (i.e. Smart T.V.)
- Chromebooks for student use
- Video/Audio equipment for recording and reviewing courtroom presentations



## Alignment to 21st Century Skills & Technology

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Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
WRK.9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.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).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.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).
TECH.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).
TECH.9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.

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## 21st Century Skills/Interdisciplinary Themes

- Critical Thinking and Problem Solving
  - Media Literacy
  - Life and Career Skills
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- Communication and Collaboration
  - Creativity and Innovation
  - Critical thinking and Problem Solving
  - ICT (Information, Communications and Technology) Literacy
  - Information Literacy
  - Life and Career Skills
  - Media Literacy

## 21st Century Skills

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- Global Awareness
  - Financial, Economic, Business and Entrepreneurial Literacy
  - Civic Literacy
  - Environmental Literacy
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- Civic Literacy
  - Environmental Literacy
  - Financial, Economic, Business and Entrepreneurial Literacy
  - Global Awareness
  - Health Literacy

## Differentiation

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- Students will be given additional time for completion of assignments or assessments
- Cooperative grouping to enhance and elevate student productivity during legal research projects such as mock trial hearings
- Use of visual and auditory presentations to introduce and support lesson delivery
- Use of web based resources and databases that provide structured reading levels and read aloud options

### Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed

- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

#### **Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

#### **Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts

- Varied supplemental materials

## **Special Education Learning (IEP's & 504's)**

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- Students will work in co-operative groups to prepare Unit outline
  - Students will use Unit outline to complete Unit assignments and assessments
  - Students will work with a peer group to identify and resolve an ethical problem using Rule Based Reasoning or Consequence Based Reasoning
  - Provide modifications as dictated in the student's IEP/504 plan
  - Additional time for skill mastery
  - Preview of content
  - Behavior management plan
  - Student working with assigned partner
  - Modified test length
  - Modified assignment format
  - Assistive technology
  - Check work frequently for understanding
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- printed copy of board work/notes provided
  - additional time for skill mastery
  - assistive technology
  - behavior management plan
  - Center-Based Instruction
  - check work frequently for understanding
  - computer or electronic device utilizes
  - extended time on tests/ quizzes
  - have student repeat directions to check for understanding
  - highlighted text visual presentation
  - modified assignment format
  - modified test content
  - modified test format
  - modified test length
  - multi-sensory presentation
  - multiple test sessions
  - preferential seating
  - preview of content, concepts, and vocabulary

- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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- Students will work with a peer tutor on Unit assignments and assessments
  - Assignments will be modified to enable students to focus on selected objectives such as legal vocabulary by providing a glossary
  - Providing study guides
  - Using word processing, spell check and grammar check features
  - Modifying tests and assignments
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- teaching key aspects of a topic. Eliminate nonessential information
  - using videos, illustrations, pictures, and drawings to explain or clarify
  - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
  - allowing students to correct errors (looking for understanding)
  - allowing the use of note cards or open-book during testing
  - decreasing the amount of work presented or required
  - having peers take notes or providing a copy of the teacher's notes
  - modifying tests to reflect selected objectives
  - providing study guides
  - reducing or omitting lengthy outside reading assignments
  - reducing the number of answer choices on a multiple choice test
  - tutoring by peers
  - using computer word processing spell check and grammar check features
  - using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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- Students will be provided with Unit PowerPoint study guide
  - Students will be allowed to use study guide/outline on Unit assessments
  - Alternate assessments will be used such as Reaction Papers focusing on current events
- 
- allowing students to correct errors (looking for understanding)
  - teaching key aspects of a topic. Eliminate nonessential information

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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- Students will use Legal Reasoning problem solving skills to resolve legal disputes
  - Demonstrate self-directed learning, thinking, research, and communication skills
  - Look for extension ideas that challenge the student to delve deeper into the subject
  - Students will identify current legal issues and debate both in favor of and opposed to the issue.
  - Students will lead threaded discussions on various legal topics
  - Students will work in groups to represent each side of legal dispute and present arguments to student jurors
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- Above grade level placement option for qualified students
  - Advanced problem-solving
  - Allow students to work at a faster pace
  - Cluster grouping
  - Complete activities aligned with above grade level text using Benchmark results
  - Create a blog or social media page about their unit
  - Create a plan to solve an issue presented in the class or in a text
  - Debate issues with research to support arguments
  - Flexible skill grouping within a class or across grade level for rigor
  - Higher order, critical & creative thinking skills, and discovery
  - Multi-disciplinary unit and/or project
  - Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
  - Utilize exploratory connections to higher-grade concepts

- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

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### Unit Name:

UNIT 2 Ethics and the Law

### CCSS/NJCCCS:

See Standards Listed Below

### Interdisciplinary Connection:

Critical Thinking

Problem Solving

Reading- Informative text/vocabulary

Writing-analysis/evaluation

### Statement of Objective:

SWDAT-Explain Corporate Social Responsibility and how it sometimes conflicts with primary business objectives. Students will discover how this conflict could result in making ethical decisions that put consumers in danger or damage the environment. This unit focuses on laws and their ethical foundations. Students will define ethics and ethical decision making. Students will compare and contrast consequence based and rule based ethical reasoning. Students will analyze legislation and case law on women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities and how these groups have contributed to the American economy, politics and society.

Students will assess the responses of the United States and other nations to the violations of human rights throughout history comprehend the personal and legal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. Students will evaluate the government response to climate change and the effects of global warming on environment.

### Anticipatory Set/Do Now:

Complete Ch. 2-1 What's Your Verdict?

### Learning Activity:

T/O class discussion/PowerPoint; Answer TALC questions. Read and outline Grimshaw v. Ford Motor Co.

### Student Assessment/CFU's:

Think About Legal Concepts and Class Discussion Responses

Use of web based resources and databases that provide structured reading levels and read aloud options

### Materials:

E-Textbook

E-Learning Platform (Student Information System, i.e. Power School/Schoology)

Presentation tools to aid lesson delivery (i.e. Smart TV, PowerPoint)

Lap-Tops for students

### 21st Century Themes and Skills:

Critical Thinking and Problem Solving

Civic Literacy

### Differentiation:

Use of visual and auditory presentations to introduce and support lesson delivery

## Integration of Technology:

Presentation tools to aid lesson delivery (i.e. Smart TV, PowerPoint)

E-learning platform

WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.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).
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).