NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut

Revision

Honors Geometry

April 2023

New Milford Board of Education

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

This course is designed for students who have demonstrated high achievement in Honors Algebra 1. Geometry Topics in this course include geometric terminology, transformations, logical deductive proof, constructions, concept of congruence, similarity, parallelism, the study of polygons, circles, right triangles, volume and surface area and appropriate word problems. Algebraic concepts will be stressed. Calculators and/or computers will be used. A scientific calculator is required of all students in this course. At the honors level, this course is more rigorous by the inclusion of additional topics and more complex questions within each unit. This also includes a strong emphasis on review of algebraic topics, some incorporated into the geometric content and others that are reviewed in preparation for algebra 2 at the honors level.

Vision of a Graduate

Honors Geometry lends itself to focus a great deal on creativity in drawing activities that are flexible and encourage students to create a unique product and on communication skills through proof writing and questions involving written explanations. In addition, students will learn to think critically and persevere in problem solving as they learn to identify key pieces of information, label diagrams and retrieve key facts or formulas in order to solve problems.

Pacing Guide

Unit	Duration
Unit 1 Transformations	5 - 6 weeks
Unit 2 Congruence, proof and construction	5 - 6 weeks
Unit 3 Properties of Triangles and Quadrilaterals	5 - 6 weeks
Midterm Exam - review and test	1 - 2 weeks
Unit 4 Similarity and Right Triangles	7 - 8 weeks
Unit 5 Volume and Surface Area	5 - 6 weeks
Unit 6 Properties of Circles	5 - 6 weeks
Final Exam - review and test	1 - 2 weeks

ESTABLISHED GOALS

CCSS.MATH.CONTENT.HSG.CO.A.1

Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

CCSS.MATH.CONTENT.HSG.CO.A.2

Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

CCSS.MATH.CONTENT.HSG.CO.A.5

Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that

Transfer

Students will be able to independently use their learning to...

1. Create graphic representations of data
2. Model with functions to make sense of a pattern
3. Solve problems by looking for and using rules and patterns
4. Make sense of problems and persevere in solving them

Meaning

will carry a given figure onto another.

UNDERSTANDINGS *Students will understand that…*	ESSENTIAL QUESTIONS *Students will keep considering…*
• Geometric terms and notation must be used correctly to ensure accurate communication of information. • Functions can be used to change a figure's position and/or size. • Functions can be used to represent a transformation in the coordinate plane. • Figures are transformed by a composition of rigid motions and dilations, the corresponding angles of the image and preimage are congruent and the ratios of corresponding sides are proportional. • Transformations can be created using a variety of tools, including technology, • Dilations have a center and a radius • Compositions of transformations can be used to make more complex patterns	• How does one express items in correct geometric terms? • How can one change a figure's position without changing its size and shape? • How can one change a figure's size without changing its shape? • How can one represent a transformation in the coordinate plane? • How can one recognize congruence and similarity in figures? • How can transformations be used to create designs and tessellations? • How can transformations describe a change in the position of an object? • What are the properties of a figure preserved during a dilation? • What does a composition of transformations look like?

Acquisition

Students will know…

- A transformation of a geometric figure is a change in its position, shape, or size.
- Some transformations preserve distance and angles while some do not.
- A transformation can be represented as a function
- A transformation can be created using a variety of mediums.
- A composition of transformations creates a more advanced pattern with additional properties

Students will be skilled at…

- Identifying and using Geometric vocabulary
- Observing patterns and developing definitions of reflections, rotations, and translations.
- Using geometric software and/or manipulatives to model and compare transformations.
- Demonstrating a sequence of transformations that will carry a figure onto another.
- Showing graphic representation of data
- Creating more advanced patterns using compositions of transformations and recognizing new properties within them.

Code	Evaluative Criteria	Assessment Evidence
T, M, A	Evaluative Criteria consists of • an explanation of which transformations were used to design the pattern. • accurate use of the transformation to create the pattern • a final design that holds to the definition of a tessellation	PERFORMANCE TASK(S): **Goal:** To design a character/animal based pattern for a child's bedding using tessellations **Role:** Custom fabric/Interior designer **Audience:** Owner of a store selling children's products **Situation:** The manager of the store wants to introduce some new designs for the children's bedding that they sell. **Product:** A completed tessellation design **Standards for Success:** Scoring Rubric including focus on color, size and production of a tessellatable shape **Differentiation:** Scaffolding where students can create a design from a simple transformation and basic coloring pattern or a more complex transformation and more sophisticated coloring scheme.

Evaluative criteria consists of:	OTHER EVIDENCE:
M, A • Is the correct transformation created based on the vocabulary and/or function notation?	• Alternative assessment projects such as a logo design activity, graphing transformations on the coordinate plane, dilations with similar figures and designing patterns
M, A • Is the correct vocabulary and/or notations used to represent a given transformation?	• Review of standardized test questions to prep students for the challenge of the SAT and ACT exams
T, M, A • Are the appropriate transformations chosen for a specific application?	• Participation in class discussion, group work, and responses.
T, M, A • Does the transformation model the desired application?	• Quizzes
	• Unit Test – to include a variety of DOK level of problems and may include SAT style problems.

Code	Pre-Assessment	
M	• Teacher checks for prerequisite and prior knowledge via warm-up and questioning activities, such as basic problems on graphing vertical and horizontal lines and writing equations • Prerequisite knowledge is reinforced through algebra review assignments • Teacher will provide review and assessment on prerequisite geometric vocabulary knowledge to ensure all students are capable of communicating effectively	
	Summary of Key Learning Events and Instruction	Progress Monitoring
M	• Teacher introduces vocabulary and notation associated with translations, reflections, rotations and dilations.	• Monitoring class work through board work, group work, questioning, and walk-arounds
T, M, A	• Teacher demonstrates a variety of methods on how to complete an actual transformation using translations, reflections, rotations and dilations.	• Check for understanding via going over homework and mediums such as reflections and exit tickets
T, M, A	• Students use a variety of methods to complete transformations on worksheets, whiteboards and graph paper .	• Class worksheets with direct teacher observation or self assessment
M, A	• Students will observe patterns and develop definitions of reflections, rotations, translations and dilations	• Practice on whiteboard/chalkboard with direct teacher observation
T, M, A	• Students will complete a project where they create an original shape and complete each of the 4 transformations on that shape	• Kahoot quiz or pear deck slideshow with review questions and direct teacher observation
M, A	• Teacher expands upon their understanding of transformations through compound transformations and the results they achieve.	• Reflective journals or exit tickets at the end of the lesson
		• Edulastic or google form review assignments
T, M, A	• Students practice working with compound transformations and sequences of transformations and identifying their results.	• Homework assignments with direct teacher observation or self assessment

M, A	• Teacher introduces the concepts of symmetry and demonstrates them with physical models.	• Projects/performance tasks modeling real world problems involving all aspects of transformations and symmetry
T, M, A	• Students will identify the symmetry associated with a variety of figures	
T, M, A	• Students will create a shape that tessellates and use it to make a tessellation picture on paper.	• Summative assessments Quizzes Unit test

Suggested Resources and supplies

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- Textbook: Serra, Michael. *Discovering Geometry.* Emeryville, CA: Key Curriculum Press, 2008. Print.
- Resource materials provided by Pearson such as implementing the common core, differentiation and standardized test practice
- Resource from the Bureau of Education and Research: *Strengthening your geometry program: Ideas, strategies and hands-on activities*
- Geogebra; interactive application: Hohenwarter, Markus
- Kahoot; interactive game: Wiggins and Murphy

Subject/Course: Honors Geometry   Unit: 2 Congruence, Proof and Construction

Grade:9/10

Time frame: approx. 5-6 weeks

- Geometer's Sketchpad; interactive application: KCP Technologies
- Desmos; advanced graphing calculator
- Google forms and Google slides with pear deck extension
- Supplies: Patty paper, white boards, straight edge, graph paper, colored pencils

ESTABLISHED GOALS

CCSS.Math.Content.HSG.CO.B.7

Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

CCSS.Math.Content.HSG.CO.B.8

Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

CCSS.Math.Content.HSG.CO.B.6

Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms

Transfer

Students will be able to independently use their learning to…

- Support ideas clearly and concisely using proper mathematical language/notation.
- Construct viable arguments involving mathematics and critique the reasoning of others.
- Make sense of problems and persevere in solving them

Meaning

UNDERSTANDINGS
Students will understand that…

- Algebraic properties can be used to prove the solution to an algebraic equation.
- Congruent figures have the same size and shape.
- Orientation of a triangle is not necessary for congruence if the corresponding parts are congruent.

ESSENTIAL QUESTIONS
Students will keep considering…

- How are algebraic proofs related to geometric proofs?
- How does one know if triangles are congruent?
- What effect do rotations have on the congruence criteria?
- How does one use criteria to prove congruence?

of rigid motions to decide if they are congruent.

- Angle relationships exist when parallel lines are intersected by a transversal.
- Geometric configurations can be constructed through the use of a variety of tools including technology
- Proof is the highest level of mathematical argument.
- Triangle congruence can be proven using geometric theorems
- Constructions of basic geometric shapes can be used to create more complex shapes.

- How can one find the measure of special angle pairs given parallel lines?
- How does one perform a geometric construction?
- How does one formulate a proof?

Acquisition

Students will know…

- Algebraic properties can be used to introduce the concepts of proofs through work with algebraic equations
- Vocabulary: triangle, acute, obtuse, right, isosceles, scalene, equilateral, equiangular, interior angle, exterior angle,
- The criteria used to prove triangles congruent.(SAS, ASA, AAS, SSS and HL)
- That as a result of triangles being proven congruent, additional corresponding parts can identified as congruent(CPCTC)
- Vertical angles and the reflexive property play an important role in proving triangles congruent.
- The four special segments in triangles: median, altitude, angle bisector, perpendicular bisector..

Students will be skilled at…

- Using algebraic properties to prove the solution to an algebraic equation is correct
- Identifying which theorem can be used to prove or disprove triangles congruent.
- Creating basic constructions for bisectors and congruent figures
- Proving and applying theorems about angles
- Using and applying the vertical angles theorem
- Identifying special angle pairs and relationships given two lines and a transversal
- Constructing basic geometric figures including but not limited to : congruent angles, bisectors, parallel and perpendicular lines
- Having a deeper understanding of the basic figures and how they can be used to create more advanced shapes such as

STAGE 2

- Constructions can be made to identify a locus of points
- Basic constructions can be combined to create more advanced shapes and to aid in the design of real world diagrams and blueprints.

hexagons and trapezoids or in diagrams of real world situations.

Code	Evaluative Criteria	Assessment Evidence
T, M, A	Further information: Evaluative Criteria consists of: • comprehensive explanation of corrections • accurate use of mathematical concepts • use of appropriate proof structure • accurate completion of all tasks	**PERFORMANCE TASK(S):** **Goal:** To demonstrate how to communicate clearly using the medium of mathematical proof by correcting student mistakes **Role:** Teacher **Audience:** Student **Situation:** Students will be given incorrect proofs. It will be their job to correct the mistakes and provide feedback. **Product:** A completed worksheet with corrections clearly labeled with explanation. **Standards for Success:** Rubric based on understanding of different styles of proof **Differentiation:** Students will be able to choose from a variety of styles and difficulty level of proofs.

	Evaluative criteria consists of:	OTHER EVIDENCE:
M , A	• Is there a clear understanding of vocabulary in terms of the connection to congruences when comparing geometric shapes?	• Alternative assessment projects such as a group proof activities, finding the mistake exercises or constructions involving real world criteria
M, A	• Is there a clear understanding of the format of a proof?	• Review of standardized test questions to prep students for the challenge of the SAT and ACT exams
T, M, A	• Do the steps in the proof follow a logical order?	• Participation in class discussion, group work, and responses.
T, M, A	• Has a clear understanding of the purpose and outcome of the proof been communicated?	• Quizzes
M, A	• Are the correct steps followed in making a construction?	• Unit Test - to include a variety of DOK level of problems and may include SAT style problems.
T, M, A	• Does a construction accurately depict the desired outcome of a real-world application?	

Code	Pre-Assessment	
M	• Teacher checks for prerequisite and prior knowledge via warm-up and questioning activities, such as basic problems on geometric vocabulary as marked within a diagram • Prerequisite knowledge is reinforced through algebra review assignments • Teacher will provide review and assessment on prerequisite geometric vocabulary knowledge to ensure all students are capable of communicating effectively	
	Summary of Key Learning Events and Instruction	Progress Monitoring
M, A	• Teacher will introduce the methods of proof: statement/reason, flowchart and paragraph using prior knowledge on algebraic and geometric terms	• Monitoring class work through board work, group work, questioning, and walk-arounds
M, A	• Teacher will introduce the methods that do and do not prove triangles congruent.	• Check for understanding via going over homework and mediums such as reflections and exit tickets
T, M, A	• Students will complete proofs, using each method, to demonstrate their understanding of the logical sequence of steps and knowledge of vocabulary	• Class worksheets with direct teacher observation or self assessment
M, A	• Teacher reviews vocabulary and guides students in basic constructions of bisectors, perpendiculars, congruent figures.	• Practice on whiteboard/chalkboard with direct teacher observation
T, M, A	• Students will apply their knowledge of vocabulary and constructions to constructions of parallel lines, isosceles and equilateral triangles and rectangles.	• Kahoot quiz or pear deck slideshow with review questions and direct teacher observation
T, M, A	• Students will use constructions to accurately depict solutions to real world situations and more complex shapes	• Reflective journals or exit tickets at the end of the lesson • Edulastic or google form review assignments • Homework assignments with direct teacher observation or self assessment

Subject/Course: Honors Geometry

Grade: 9/10   Unit: 3 Triangles and Quadrilaterals

Time frame: approx. 5-6 weeks

- Projects/performance tasks modeling real world problems involving all aspects of proofs and constructions

- Summative assessments
  Quizzes
  Unit test

Suggested Resources and supplies

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- Geometer's Sketchpad; interactive application: KCP Technologies

- Desmos; advanced graphing calculator

- Google forms and Google slides with pear deck extension

- Supplies: Patty paper, compass, protractor, straight edge, graph paper, colored pencils,

ESTABLISHED GOALS	Transfer	
CCSS.Math.Content.HSG.CO.C. 11	*Students will be able to independently use their learning to…*	
Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.	• Work carefully to solve the problem and verify that calculations are accurate and solutions are reasonable. • Solve problems by looking for and using rules, patterns, and experience with similar problems. • Make sense of problems and persevere in solving them	
	Meaning	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
CCSS.Math.Content.HSG.CO. C.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point. CCSS.Math.Content.HSG.SRT. B.4 Prove theorems about triangles. Theorems include: a	• Special properties apply to isosceles and equilateral triangles • Special segments in triangles exhibit specific properties in the real world. • Two sides of a triangle must have a sum larger than the third. • Properties of parallelograms work from specific (square) to general (parallelogram). • Parallelograms use properties of parallel lines. • Quadrilaterals can be determined through the slope and distance formula. • Squares are rectangles, but a rectangle is not necessarily a square. • Trapezoids and kites are special quadrilaterals which do not have the properties of parallelograms	• What distinguishes isosceles and equilateral triangles from other triangles? • What are the special segments in triangles? • What distinguishes the types of quadrilaterals? • How does a square differ from a rectangle? • How can we prove which quadrilateral we have? • What are the properties of a trapezoid and kite, which separate it from a parallelogram? • How are the interior and exterior angles in polygons calculated? • How do the properties of the points of concurrency in a triangle relate to the real world?

line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

CCSS.Math.Content.HSG.SRT.B.5

Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

- Interior and exterior angles in polygons can be calculated using specific formulas
- Points of concurrency exist in all triangles as a result of the intersection of the special segments

Acquisition

Students will know…

- Triangles can be broken into the more specific classifications: acute, obtuse, right, isosceles, scalene, equilateral, equiangular, and regular.
- The specific properties of each triangle
- The sum of interior angles in a triangle is 180 degrees.
- The four special segments in triangles: median, altitude, angle bisector, perpendicular bisector.
- Points of concurrency created by these special segments have real world applications
- The triangle inequality theorem states that the sum of any two sides must be longer than the third.
- The longest side in a triangle is across from the largest angle and the shortest side is across from the smallest angle.
- Quadrilaterals can be broken into the more specific classifications of: parallelograms, rectangles, rhombus, square, trapezoid and kite.
- The specific properties of each quadrilateral

Students will be skilled at…

- Identifying congruent angles and sides in an isosceles or equilateral triangle.
- Applying properties of special segments in triangles to problems using algebraic thinking.
- Calculating the length of a midsegment in a triangle.
- Finding the missing angle measures in a triangle.
- Using and applying Polygon Angle Sum Theorem.
- Using and applying Exterior Angle Theorem
- Proving the type of quadrilateral given information about the angles and sides.
- Showing the type of parallelogram by calculating slope and distance.
- Identifying the classification of parallelograms given the angle and side measurements.
- Giving a specific quadrilateral and coordinates (as variables) identify any missing coordinates (as variables).
- Applying properties of quadrilaterals to real-world problems.

STAGE 2

Code	Evaluative Criteria	Assessment Evidence

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- The properties of midsegments in triangles and trapezoids
- Polygons have interior and exterior angles that can be calculated using specific formulas

- Calculating the interior and exterior angles in polygons

PERFORMANCE TASK(S):

Goal: To use knowledge of points of concurrency to physically locate a gift shop in an amusement park, a power line to a building and a circular train track connecting 3 sections of the amusement park

Role: Architect

Audience: Owner of an amusement park

Situation: The owner of an amusement park wants to move the gift shop to a location that is equidistant to the three main attractions at the park. He/she also wishes to construct a railroad connecting 3 outer sections of the park. He/she has hired the architect to help find this location.

Product: A diagram showing the location of the gift shop and railroad

Standards for Success: Rubric based on knowledge of points of concurrency and constructions.

Differentiation: Students will have the option to choose which of the construction tasks they would like to complete.

T, M, A

Evaluative Criteria consists of:

- accurate use of mathematical concepts
- identification of the appropriate point of concurrency
- correct method for construction of the point of concurrency
- complete explanation of final diagram and choice of location

Evaluative criteria consists of:	OTHER EVIDENCE:
M, A • Is the triangle identified correctly using the given properties?	• Alternative assessment projects such as proving quadrilaterals based on properties, designs created by constructing specific triangles and quadrilaterals and finding angle measures in complex and real world pictures.
T, M, A • Are the correct properties applied based on the given triangle?	
M, A • Is the quadrilateral correctly identified using the given properties?	• Review of standardized test questions to prep students for the challenge of the SAT and ACT exams
T, M, A • Are the correct properties applied based on the given quadrilateral?	• Participation in class discussion, group work, and responses.
M, A • Are the calculations accurate based on the desired outcome?	• Quizzes
T, M, A • Is the correct property and calculation identified for use on a real world application?	• Unit Test - to include a variety of DOK level of problems and may include SAT style problems.

Code	Pre-Assessment	
M	• Teacher checks for prerequisite and prior knowledge via warm-up and questioning activities, such as basic problems on solving equations, order of operations and substitution • Prerequisite knowledge is reinforced through algebra review assignments • Teacher will provide review and assessment on prerequisite geometric vocabulary knowledge to ensure all students are capable of communicating effectively	
Code	**Summary of Key Learning Events and Instruction**	**Progress Monitoring**
M, A	• Teacher will guide students through a review of prior knowledge on triangles including median, altitude, perpendicular bisector and angle bisector	• Monitoring class work through board work, group work, questioning, and walk-arounds
M, A	• Teacher will introduce properties of triangles: sum of interior angles, exterior angle theorem, isosceles triangles, triangle inequality theorem, and longest/shortest side relationship to smallest/largest angle	• Check for understanding via going over homework and mediums such as reflections and exit tickets
T, M, A	• Student knowledge will be reinforced through a discovery lesson using linguini and measuring activities	• Class worksheets with direct teacher observation or self assessment
T, M, A	• Students will apply knowledge of vocabulary and properties of triangles on class practice with direct monitoring from the teacher	• Practice on whiteboard/chalkboard with direct teacher observation
M, A	• Teacher will introduce the vocabulary associated with points of concurrency	• Kahoot quiz or pear deck slideshow with review questions and direct teacher observation
T, M, A	• Students will demonstrate their understanding of points of concurrency through a construction project requiring application of content to specific scenarios.	• Reflective journals or exit tickets at the end of the lesson
		• Edulastic or google form review assignments
		• Homework assignments with direct teacher observation or self assessment

M, A	• Teacher will guide students through a review of prior knowledge on quadrilaterals
M, A	• Teacher will introduce the family tree of quadrilaterals.
T, M, A	• Students will apply knowledge of properties of triangles and quadrilaterals to coordinate geometry proofs using midpoint, distance and slope to identify specific triangles and quadrilaterals
T, M, A	• Students will apply knowledge of vocabulary and properties of quadrilaterals on class practice with direct monitoring from the teacher
T, M, A	• Students will demonstrate understanding of vocabulary and properties of triangles and quadrilaterals through construction activities involving equilateral and isosceles triangles, squares, rectangles, rhombus, parallelograms and hexagons.
M, A	• Students will use a discovery lesson to determine the polygon angle sum theorem
T, M, A	• Students will apply their knowledge of interior and exterior angles to application problems with direct monitoring from the teacher

	• Projects/performance tasks modeling real world problems involving all aspects of the properties of triangles and quadrilaterals
	• Summative assessments Quizzes Unit test

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- Kahoot; interactive game: Wiggins and Murphy
- Geometer's Sketchpad; interactive application: KCP Technologies
- Desmos; advanced graphing calculator
- Google forms and Google slides with pear deck
- Google forms and Google slides with pear deck extension
- Supplies: Patty paper, compass, protractor, straight edge, graph paper, colored pencils, linguini

ESTABLISHED GOALS	Students will be able to independently use their learning to…
CCSS.Math.Content.HSG.SRT.A <u>2</u> Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	*Transfer*
	• Work carefully to solve the problem and verify that calculations are accurate and solutions are reasonable. • Solve problems by looking for and using rules, patterns, and experience with similar problems. • Make sense of problems and persevere in solving them

	Meaning
CCSS.Math.Content.HSG.SRT. C.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. **CCSS.Math.Content.HSG.SRT. C.8**	**UNDERSTANDINGS** *Students will understand that…*	**ESSENTIAL QUESTIONS** *Students will keep considering…*
	• Similarity refers to any objects which have the same shape. • Ratio and proportion can be used often to find missing sides in similar figures. • Sides and angles in a right triangle can be calculated using several different methods. • Classification of a triangle as acute, right or obtuse can be found using the pythagorean theorem.	• How can we show two triangles are similar? • How can we identify corresponding parts of similar triangles? • How can we find the length of the side in a right triangle without Pythagorean theorem? • How can the Pythagorean theorem determine the classification of a triangle

Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

CCSS.Math.Content.HSG.GPE.A.1

Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

CCSS.MATH.CONTENT.HSG.SRT.A.3

Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar

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Acquisition

Students will know…

- Special right triangles have formulas to identify exact values for side lengths
- Unit circle coordinates are derived using the values of special triangles
- Ratios are used in all right triangles using the sine, cosine or tangent of an angle.
- Sine and cosine of complementary angles are congruent.
- Angles of elevation and depression are angles formed above and below a horizontal plane.
- Distance formula and equation of a circle are both derived from the pythagorean theorem

- Vocabulary: Right Triangle, Hypotenuse, Adjacent Leg, Opposite Leg.
- Ratios are used to find missing parts of similar figures.
- Similar figures are the same shape but not necessarily the same size.
- Similar figures may be congruent, but congruent figures are always similar.
- The shortcuts for similarity are AA, SAS, SSS
- 30-60-90 and 45-45-90 are the most common configurations of right triangles.
- Using the Pythagorean Theorem we can prove shortcuts to find exact

Students will be skilled at…

- Using trigonometry to find a missing side or missing angle in a right triangle.
- Using special right triangles, find the exact value of a side in a right triangle
- Applying similarity to find the length of real-world objects like the height of an outdoor flagpole.
- Proving similarity in triangles with the AA similarity criterion.
- Identifying three natural locations where the Golden Ratio appears.
- Applying the Pythagorean Theorem and its converse to triangles
- Using the rules for special triangles to find coordinates of the unit circle

- How can we find the missing parts of a right triangle?
- How do special triangles relate to finding the coordinates in a unit circle?
- How can we use ratios to find missing parts of triangles?
- How do we apply the shortcuts for special right triangles?
- What is the Golden Ratio?
- How do trigonometric ratios relate to similar right triangles?
- What is the difference between an angle of elevation and an angle of depression?
- How to write the equation of a circle and use it to graph the circle?
- How to find the distance between two points?

lengths of sides for special right triangles.

- The coordinates in unit circles can be found using the rules for special triangles
- Sine and Cosine of complementary angles are congruent.
- Trigonometric ratios can be used to find a missing length or angle measure in a triangle
- Distance formula and equation of a circle are both derived from the pythagorean theorem

- Applying the sine, cosine and tangent ratios to real-world application problems.
- Classifying and solving problems involving angles of elevation and depression
- Calculating distances using two coordinates
- Using the equation of a circle to graph the circle

Code	Evaluative Criteria	Assessment Evidence
M	Evaluative Criteria consists of: • accurate use of mathematical concepts • identification of one of the appropriate methods for the calculation • precise measurements and calculations • complete explanation of final result	**PERFORMANCE TASK(S):** **Goal:** Calculate the height of the flagpole outside the high school **Role:** Engineer **Audience:** Board of Education **Situation:** The Board of Education would like to purchase a new flagpole and would like to know the height of the current flagpole. **Product:** Work shown with diagram and written summary about which size pole to purchase **Standards for Success:** Rubric based on the method of calculation and accuracy of solution **Differentiation:** Students will be able to choose which mathematical method they would like to use to complete the task.

Evaluative criteria consists of:

T, M, A
- Is the information provided clearly diagramed and labeled?

M, A
- Is the appropriate method chosen for finding a missing side or angle based on the data provided?

M, A
- Are the calculations accurate?

M, A
- Is the correct trigonometric ratio used to solve for the missing side or angle

T, M, A
- Are the answers to a real world problem clearly communicated?

OTHER EVIDENCE:

- Alternative assessment projects such as designs created using the equations of a circles, applications involving real world calculations using right triangles, and questioning activities used to distinguish the applicability of each right triangle method.

- Review of standardized test questions to prep students for the challenge of the SAT and ACT exams

- Participation in class discussion, group work, and responses.

- Quizzes

- Unit Test – to include a variety of DOK level of problems and may include SAT style problems.

Code	Pre-Assessment	
M	• Teacher checks for prerequisite and prior knowledge via warm-up and questioning activities, such as basic problems on cross multiplication, simplifying radicals and solving equations • Prerequisite knowledge is reinforced through algebra review assignments • Teacher will provide review and assessment on prerequisite geometric vocabulary knowledge to ensure all students are capable of communicating effectively	
Code	**Summary of Key Learning Events and Instruction**	**Progress Monitoring**
M, A	• Teacher will guide students through a review of prior knowledge on Corresponding Angles, Corresponding Sides, Congruence Statements, and Scale Factor (Similarity Ratio)	• Monitoring class work through board work, group work, questioning, and walk-arounds
M, A	• Teacher will introduce new vocabulary: Right Triangle, Hypotenuse, Adjacent Leg, Opposite Leg, Trigonometric Ratios, Angle of Elevation, Angle of Depression	• Check for understanding via going over homework and mediums such as reflections and exit tickets
T, M, A	• Students will demonstrate their understanding of the vocabulary on class practice with direct monitoring from the teacher	• Class worksheets with direct teacher observation or self assessment
M, A	• Teacher will introduce triangle similarity using AA, SAS, and SSS similarity criterion.	• Practice on whiteboard/chalkboard with direct teacher observation
T, M, A	• Teacher will guide students through a review of prior knowledge of the pythagorean theorem and its applications, and introduce its relation to the distance formula and the equation of a circle	• Kahoot quiz or pear deck slideshow with review questions and direct teacher observation
T, M, A	• Teacher will derive the formulas for special triangles using the pythagorean theorem.	• Reflective journals or exit tickets at the end of the lesson • Edulastic or google form review assignments • Homework assignments with direct teacher

T, M, A	• Students will apply knowledge of pythagorean theorem and special triangles to applications and problems involving the unit circle and equation of a circle.
M, A	• Teacher will introduce trigonometric ratios and SOHCAHTOA to find a missing side or missing angle in a right triangle.
T, M, A	• Students will apply knowledge of similarity, pythagorean theorem and trigonometry to real applications with direct monitoring from the teacher and peer and self assessment
T, M, A	• Students will apply their knowledge from this unit to choose an appropriate method to find the height of the flagpole in front of the school.

- observation or self assessment
- Projects/performance tasks modeling real world problems involving all aspects of right triangles
- Summative assessments

  Quizzes
  Unit test

Suggested Resources and supplies

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- Textbook: Serra, Michael. *Discovering Geometry*. Emeryville, CA: Key Curriculum Press, 2008. Print.
- Resource materials provided by Pearson such as implementing the common core, differentiation and standardized test practice

- Resource from the Bureau of Education and Research: *Strengthening your geometry program: Ideas, strategies and hands-on activities*
- Geogebra; interactive application: Hohenwarter, Markus
- Kahoot; interactive game: Wiggins and Murphy
- Geometer's Sketchpad; interactive application: KCP Technologies
- Desmos; advanced graphing calculator
- Google forms and Google slides with pear deck extension
- Supplies: white boards, straight edge, graph paper, colored pencils, clinometer, measuring tape

ESTABLISHED GOALS	Transfer
CCSS.Math.Content.HSG.GMD. A.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.* CCSS.Math.Content.HSG.GM D.B.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. CCSS.Math.Content.HSG.MG. A.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*	*Students will be able to independently use their learning to…* • Work carefully to solve the problem and verify that calculations are accurate and solutions are reasonable. • Solve problems by looking for and using rules, patterns, and experience with similar problems. • Make sense of problems and persevere in solving them
	Meaning
	UNDERSTANDINGS *Students will understand that…* • Solids can be named by the shape of their base and the shape of their lateral faces. • Surface area is used to determine how much material is needed to cover a figure and the result is given in square units. • Volume is used to determine how much material will fill an object and the result is given in cubic units.	ESSENTIAL QUESTIONS *Students will keep considering…* • How do we identify a solid? • How can we locate the base or height of a solid? • How can we calculate the surface area and volume of a solid? • When do we use surface area and when do we use volume? • How can we derive the formulas for volume from the area formulas?

- Bases of a prism can be found by identifying the non-rectangular parallel faces of the solid (with the exception of a rectangular prism).
- Base of a pyramid can be found by identifying the non triangular face of the solid (with the exception of a triangular pyramid)
- Slant height of a shape is different than the actual height
- Units which are reported in an answer are critical to the accuracy of an answer.
- Cross section is the intersection of a solid and a plane.
- Area and volume calculations are utilized in numerous career fields.
- Density and displacement formulas are used as an extension for volume
- Similar solids have the same shape and all their corresponding dimensions are proportional. If the scale factor of two similar solids is a:b, then the ratio of their corresponding surface areas is $a^2:b^2$, and the ratio of their volumes is $a^3:b^3$.

- How is the cross section of a shape used in calculating surface area and volume?
- How are area and volume used in real life career fields?
- Why are units important to the accuracy of an answer?
- What is the purpose of the cross section of a solid?
- How does the slant height differ from the actual height of a solid?
- How do the surface areas and volumes of similar solids compare?
- What role does volume play in finding the density and displacement of an object?

Acquisition	
Students will know…	Students will be skilled at…
• The Formulas for area of two-dimensional figures. • Vocabulary: Polyhedron, prism, pyramid, cylinder, cone, sphere, hemisphere, height, base, apothem,	• Applying the formulas for surface area and volume to prisms, pyramids, cylinders, and spheres. • Relating cross sections to the calculations of surface area and volume.

- slant height, lateral area, surface area, volume, face, lateral face, edge, vertex, side, cross section, oblique, great circle.
- The relationship between volume of pyramids and prisms as well as cylinders and cones.
- The cross section of a solid can be used to calculate surface area and volume
- Cavalieri's Principle (If two solids have the same height and the same cross-sectional area at every level, then they have the same volume.)
- The difference between slant height and the height of a solid.
- The purpose of density and displacement in working with irregularly shaped objects
- The relationship between the dimensions of similar solids and their area and volume

- Applying the formulas for areas of two-dimensional figures including quadrilaterals, triangles, polygons, etc.
- Finding missing measures including, but not limited to, slant height, height of the solid, lateral edges, radius, etc.
- Transforming an expression from one unit to another (ex. ft per sec to yds per hr)
- Using and applying the formulas for circumference and area of a circle.
- Applying the formulas for density and displacement in finding the volumes and classification of irregularly shaped objects
- Writing proportions to solve for area and volume of similar solids using the ratio of the lengths of the edges of the solids.
- Applying concepts of density based on area and volume in modeling situations.

Code	Evaluative Criteria	Assessment Evidence
T, M, A	Evaluative Criteria consists of: • Accurate use of mathematical concepts • Identification of the appropriate formula for each shape • Precise measurements and calculations • Complete explanation of final results	PERFORMANCE TASK(S): **Goal**: Find the surface area and volume of compound solids that are used for storage (i.e. silos, sheds and barns) **Role**: Design employee at a construction company **Audience**: Builders at the construction company **Situation**:Builders need the specifications for building the silos, sheds and barns that the company sells. **Product**: Work/Calculations and conclusion about the materials needed to produce each storage unit. **Standards for Success**: Rubric based on accurate data collection and presentation of conclusions. **Differentiation:** Students will work hands-on with 3-dimensional shapes that require the use of basic and familiar area and volume formulas as well as the option to work with shapes that require the use of more complex formulas and calculations.

Evaluative criteria consists of:	OTHER EVIDENCE:
T, M, A • Is the correct calculation(i.e. area, surface area or volume) used to solve the problem?	• Alternative assessment projects such as labs involving measuring and calculating volumes and surface areas of real objects, questioning activities that identify which measurement is the appropriate calculation for each problem and applications involving real world volume and surface area calculations.
M, A • Is the correct solid and corresponding formula identified for use in solving the problem?	
M, A • Are all values been measured accurately	• Review of standardized test questions to prep students for the challenge of the SAT and ACT exams
M, A • Is the solution the result of accurate substitution and calculation	• Participation in class discussion, group work, and responses.
M, A • Is the solution labeled with the correct units	• Quizzes
T, M, A • Are the answers to a real world problem clearly communicated?	• Unit Test - to include a variety of DOK level of problems and may include SAT style problems.

Code	Pre-Assessment	
M	• Teacher checks for prerequisite and prior knowledge via warm-up and questioning activities, such as basic problems on substitution, order of operations, solving equations and identification of basic shapes • Prerequisite knowledge is reinforced through algebra review assignments • Teacher will provide review and assessment on prerequisite geometric vocabulary knowledge to ensure all students are capable of communicating effectively	
	Summary of Key Learning Events and Instruction	Progress Monitoring
M, A	• Teacher will guide students through a review of prior knowledge on area formulas	• Monitoring class work through board work, group work, questioning, and walk-arounds
M, A	• Teacher will introduce and demonstrate the concepts of cross sections and solids of revolutions and relate them to the calculation of volume and surface area	• Check for understanding via going over homework and mediums such as reflections and exit tickets
M, A	• Teacher will guide students through a review of prior knowledge on surface area, both by formula and the sum of individual sides	• Class worksheets with direct teacher observation or self assessment
M, A	• Teacher will guide the students through a demonstration of the volume of pyramids and cones as they relate to prisms and cylinders and will acknowledge the formulas for each shape	• Practice on whiteboard/chalkboard with direct teacher observation
T, M, A	• Students will practice measuring skills by calculating the surface area and volume for a wide range of three-dimensional solids. This will be in a laboratory format.	• Kahoot quiz or pear deck slideshow with review questions and direct teacher observation
		• Reflective journals or exit tickets at the end of the lesson
		• Edulastic or google form review assignments
T, M, A	• Teacher will brainstorm with students how to determine if a problem is asking for area, surface area and volume.	• Homework assignments with direct teacher observation or self assessment
		• Projects/performance tasks modeling real

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T, M, A	• Teacher will have students work in groups to create and solve their own application problems for surface area and volume	world problems involving all aspects of area, surface area and volume
T, M, A	• Students will apply area formulas to solve both single and compound surface areas and volumes. The compound area problems will appear in a real-world application type format	• Summative assessments Quizzes Unit test
T, M, A	• Students will explore various occupations that use these formulas and perform some of the calculations.	
T, M, A	• Teacher will model how to determine an object's composition based on its density.	
T, M, A	• Students will work individually to calculate density of an irregular shaped solid to determine its volume and composition.	
M, A	• Teacher will introduce the concept of scale factors for areas and volumes through a group discovery activity and subsequent class analysis of the results	
T, M, A	• Students will work in groups to "think, pair, and share" results about the relationship between scale factors, areas, and volumes of similar solids.	

Suggested Resources and supplies

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- Geogebra; interactive application: Hohenwarter, Markus
- Kahoot; interactive game: Wiggins and Murphy
- Geometer's Sketchpad; interactive application: KCP Technologies
- Desmos; advanced graphing calculator
- Google forms and Google slides with pear deck extension
- Supplies: white boards, rulers, colored pencils, 2-d and 3-d shapes, manipulatives for cross sections and solids of rotation.

Subject/Course: Honors Geometry

Grade:9/10   Unit: 6   Circles

Time frame: approx 5-6 weeks

ESTABLISHED GOALS	Transfer
CCSS.Math.Content.HSG.C.A.2 Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	*Students will be able to independently use their learning to…* ● Work carefully to solve the problem and verify that calculations are accurate and solutions are reasonable. ● Solve problems by looking for and using rules, patterns, and experience with similar problems. ● Make sense of problems and persevere in solving them
CCSS.MATH.CONTENT.HSG.C. A.1 Prove that all circles are similar	
CCSS.MATH.CONTENT.HSG. C.A.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	*Meaning*

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UNDERSTANDINGS
Students will understand that...

- A circle is the set of all points equidistant from the center.
- Arcs and angles are closely related but the notation is different.
- Area of a sector is a fractional piece of the area of the entire circle.
- Central angles and inscribed angles will have different sized arcs.
- Arc length is a fractional piece of the circumference.
- Properties of tangents, secants and chords can be used to determine segment lengths in circles
- Tangents and radii meet at right angles
- Chords that are bisected by a diameter are also perpendicular
- Right triangles can be formed within circles using the properties of circles and then used to solve for missing measurements
- Right triangles within circles create areas that can be calculated and provide real world application.

ESSENTIAL QUESTIONS
Students will keep considering...

- What are the key terms for a circle?
- How are arc measure and angle measure related?
- How does one measure arc length and how is it related to the circumference of a circle?
- How can segment lengths be calculated using properties of tangents, secants and chords?
- How can the right angle formed by a tangent and radius can be used to identify right triangles within a diagram?
- How does a diameter that is a perpendicular bisector of a chord create a right triangle within a diagram?
- How can triangles within circles create areas that have real applications?

Acquisition

Students will know...

- Vocabulary: Circle, Radius, Diameter, Chord, Arc, Sector, Angle, Intercepted Arc, Inscribed Angle, Central Angle, tangent, secant.
- Inscribed Angle measures are half the measure of the arc.

Students will be skilled at...

- Calculating measure of an arc.
- Calculating measure of an interior angle.
- Calculating measure of an inscribed angle.
- Calculating the arc length.
- Calculating the area of a sector.

- Central Angle measures are equal to the measure of the arc.
- Segment lengths in circles can be found using the properties of tangents, secants and chords
- Right angles formed by a tangent and radius can create right triangles within a circle
- Diameters that are perpendicular bisectors of a chord create right triangles
- Right triangles within circles have applications in the real world

- Calculating segment lengths within in circles
- Using right triangles found within circles to solve for missing measurements
- Applying calculations to real-world problems

Code	Evaluative Criteria	Assessment Evidence
T, M, A	Evaluative Criteria consists of: • accurate use of mathematical concepts • identification of the appropriate term and formula for each computation • precise measurements and calculations • complete explanation of final results	PERFORMANCE TASK(S): **Goal:** To calculate the measures of lines, sectors and angles on a standard oval track. **Role:** Surveyor **Audience:** Manager of a development company **Situation:** Use the properties of circles, tangents and chords to calculate the distances and angle measures of a standard oval track. **Product:** Calculated distances and angle measures for each proposed situation. **Standards for Success:** Rubric based on accurate data collection and presentation of conclusions. **Differentiation:** Students will be able to choose from a variety of different methods to solve the problems.

Evaluative criteria consists of:

T, M, A
- Is all given information correctly labeled in the diagram?

M, A
- Is the correct vocabulary term and corresponding formula identified in solving the problem?

T, M, A
- Are the properties of the segments identified and used to determine the existence of right triangles within the diagram?

M, A
- Are calculations and solutions completed accurately?

OTHER EVIDENCE:

- Alternative assessment projects such as real world applications involving the properties of circles, more complex problems involving properties of triangles within circles and problems incorporating areas of shaded regions in more complex diagrams.

- Review of standardized test questions to prep students for the challenge of the SAT and ACT exams

- Participation in class discussion, group work, and responses.

- Quizzes

- Unit Test - to include a variety of DOK level of problems and may include SAT style problems.

Code	Pre-Assessment	
M	• Teacher checks for prerequisite and prior knowledge via warm-up and questioning activities, such as basic problems on substitution, solving equations, order of operations and identification of basic parts of a circle • Prerequisite knowledge is reinforced through algebra review assignments • Teacher will provide review and assessment on prerequisite geometric vocabulary knowledge to ensure all students are capable of communicating effectively	

| Code	Summary of Key Learning Events and Instruction	Progress Monitoring
M	• Teacher will guide students in the definition of key terms.	• Monitoring class work through board work, group work, questioning, and walk-arounds
M, A	• Teacher will confirm with students the measure of angles using a protractor.	• Check for understanding via going over homework and mediums such as reflections and exit tickets
T, M, A	• Students will explore the measure of arc and angles using an activity to measure angles.	• Class worksheets with direct teacher observation or self assessment
M, A	• Teacher will describe how tangents, secants and line segments are related to circles	• Practice on whiteboard/chalkboard with direct teacher observation
T, M, A	• Students will demonstrate their understanding of tangents, secants, angles and arcs through class practice on whiteboards and worksheets	• Kahoot quiz or pear deck slideshow with review questions and direct teacher observation
M	• Teacher will describe the various situations where segments are divided on tangents and secants and the corresponding formulas used to determine their lengths	• Reflective journals or exit tickets at the end of the lesson
T, M, A	• Teacher will demonstrate how properties of segments can lead to the formation of a right triangle within the diagram that can be used to solve the problem	• Edulastic or google form review assignments • Homework assignments with direct teacher observation or self assessment

T, M, A

- Students will complete a variety of real world problems involving circles and right triangles.

T, M, A

- Students will complete a hands-on activity to measure the lines, sectors and angles involved in Track & Field.

T, M, A

- Students will identify the relationship between central, inscribed interior and exterior angles and apply them to real applications

- Projects/performance tasks modeling real world problems involving all aspects of the properties of circles

- Summative assessments
  Quizzes
  Unit test

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- Kahoot; interactive game: Wiggins and Murphy
- Geometer's Sketchpad; interactive application: KCP Technologies
- Desmos; advanced graphing calculator

- Google forms and Google slides with pear deck extension
- Supplies: white boards, graph paper, colored pencils, 2-d and 3-d shapes, compass

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut
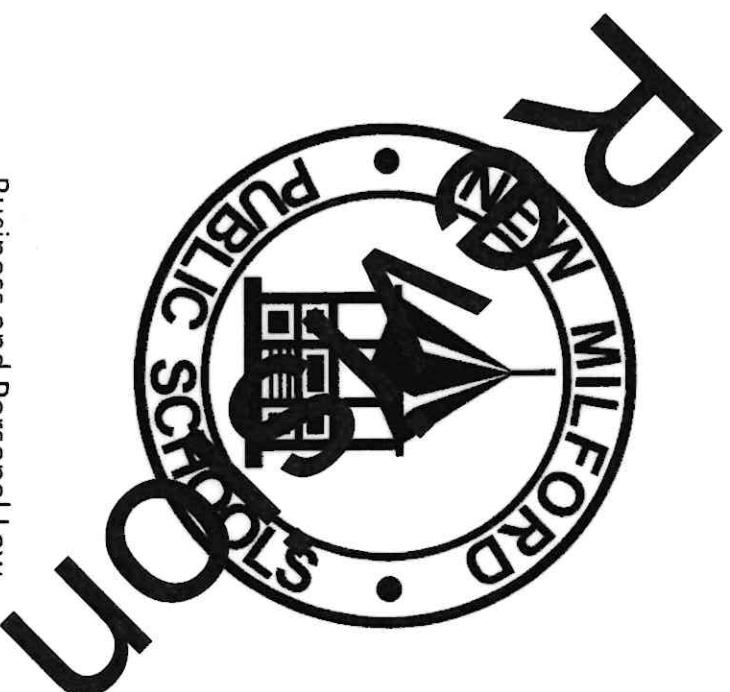
Business and Personal Law

April 2023

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Course Title

Grade Levels

Business and Personal Law is a one semester course designed for juniors and seniors who are interested in expanding their knowledge of business and personal law. Topics such as the creation of laws, corporate scandals, ethics, criminal law, negligence, and contracts will be discussed. The class includes a trip to a local courthouse and a mock trial (time permitting). Students may opt for honors credit by special arrangement with the instructor and teacher recommendations.

Vision of a Graduate

Many lessons in Business and Personal Law connect with the characteristics identified in New Milford's Vision of a Graduate.

Critical Thinking - Students will engage in critical thinking throughout this course. To think critically, students need to be able to put aside any assumptions or judgments and analyze information they receive. They need to analyze this information objectively, looking at all sides of the issue to come to a conclusion or a judgment that they can then support. Students will consider ethics and morals and cases when our morals may not align with society's ethics. They will also explore the Bill of Rights and consider how these rights are interpreted in an ever changing world.

Communication - Students will learn and practice the art of being an effective communicator. They will be encouraged to express their prior knowledge or opinions on various topics throughout the course. They will participate in debate style lessons where they will argue an opinion they may or may not agree with. They will be encouraged to listen and respect other student's opinions and acknowledge the impact of both their verbal and nonverbal communication.

Positive Relationships - Students will be encouraged to display respect to one another as well as to their teacher. They will be encouraged to understand that even though we may not all agree, we can respect each other's point of view and even have positive relationships with those we don't agree with.

Growth Mindset - Encouraging a Growth Mindset involves the student believing in themselves, having an open-mind, and demonstrating perseverance and resilience. In this course, students will make an effort to understand concepts, work to achieve their greatest potential, reflect on past mistakes (both personal and society driven), and explore ideas legally and morally to expand their thinking.

Social Awareness - Students will be working on this daily. They will be encouraged to take the perspective of, and empathize with

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others, including those from diverse backgrounds, political affiliation and cultures. Prior legal cases, as well as current events will be used to demonstrate and build on this skill.

Pacing Guide

Unit 1 - Ethics and the Law   6 weeks

Unit 2 - The Court System   6 weeks

Unit 3 - Criminal and Personal Law   6 weeks

Unit 4 - Mock Trial   2 weeks

Stage 1 Desired Results

ESTABLISHED GOALS

CCSL 11-12.1.b -Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

CCSL 11-12.1.d - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSL 11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Transfer

Students will be able to independently use their learning to...

- Make ethical and moral decisions in their personal and professional lives
- Realize that unethical behaviors can have long term negative effects
- Identify stakeholders who can be affected positively or negatively by our actions
- Value ethical and moral conduct
- Identify ethical characteristics
- Understand the ethical and moral considerations surrounding globalization
- Make connections with how the Bill of Rights affects their everyday lives

Meaning

UNDERSTANDINGS
Students will understand that...

- The way we conduct ourselves has long and short term consequences.
- When companies behave unethically, many different stakeholders are affected.
- Some aspects of globalization include the exploitation of people.
- Ethical responsibilities will change with careers and are extrinsic, while morals are intrinsic
- There are protections and limitations to the Bill of Rights.
- People who are ethical share similar characteristics.

ESSENTIAL QUESTIONS
Students will keep considering...

- Where do our morals come from and at what age should we evaluate them?
- Why do people act unethical in the workplace?
- What are possible short and long term consequences to our unethical or immoral behavior in our personal and professional lives?
- Should an employee be fired from their job for unethical behavior outside of work?
- What should happen when people do unethical things but use the first amendment as a defense?

NBEA National Business Education Association: Basics of the Law Achievement Standard I: Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.		
	Acquisition	
	Students will know....	*Students will be skilled at...*
• How can we eliminate United States companies' use of sweatshops in other countries?	• Ethics are the rules of conduct recognized in respect to a particular class or a particular group or culture and come from external sources. • Morals are principles or habits with respect to right or wrong conduct. Morality is ultimately a personal compass of right and wrong and is internal. • Different professions have different codes of ethics that must be followed. • Stakeholders to a company can be positively and negatively affected by choices the company makes. • The Bill of Rights are the first 10 Amendments to the United States Constitution and they protect our individual rights.	• Identifying the difference in ethical and moral decision making. • Analyzing and solving ethical and legal problems. • Identifying consequences of unethical behavior. • Recognizing that a person's morals can affect their decisions in both personal and professional matters. • Determining a company's code of ethics and the importance of following it. • Identifying the Bill of Rights in legal situations.

Code	Evaluative Criteria	Stage 2 – Evidence
		Assessment Evidence
A, M, T	Teacher Rubric evaluating content accuracy, originality, creativity, and professionalism of slideshow and oral presentation.	**PERFORMANCE TASK(S):** *Students will show that they really understand evidence of...*
	Peer Review evaluating public speaking skills including: loud voice, facing class, putting information into their own words, professionalism and knowledge of information.	Goal: Create and present an informative presentation on a Corporate Scandal.
	Impact - Slideshow - was the task complete - was the background of the company clear, the ethical situation fully explained, and the effect on stakeholders accurate.	Role: You have been given the task to train new employees at your company and want them to understand how ethical behavior in a company can affect many different stakeholders. You are to use a real life example to illustrate this message.
	Oral Presentation - Did the presenter engage with the audience and present the information in an effective and easy to follow way.	Audience: Your classmates (trainees) and your teacher (new boss) will be evaluating your presentation.
	Content - Was the Corporate Scandal explained in a comprehensive way with critical information from the forming of the company to the date of the scandal, detailed ethical or illegal activity, and insightful ramifications to stakeholders.	Situation: Large and small companies alike, find themselves in unethical or immoral situations. How the company responds and management of companies follow a code of ethics. By evaluating past scandals and the impact that unethical behavior can have on many groups of people, we hope to educate others and possibly prevent future scandals. How stakeholders are affected determines the long term damage to the brand. Many of these situations could be avoided if employees
	Quality - The slideshow is free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and image on every slide and maintains an overall professional appearance.	Product and / or Performance: Working either alone or with one partner, students will conduct extensive research on the background of a company, the details of the unethical situation (scandal), the effects on 4 of the 8 groups of stakeholders (Employees, Management, Customers, Suppliers, Government, Shareholders, Local Community, and Environment)
	Process - During the oral presentation, the presenter does not read off slides, but puts	

information into their own words while
speaking in a loud voice and facing the class.

OTHER EVIDENCE:
Students will show they have achieved Stage 1 goals by...

Further information:
End of unit formative assessment - written exam
Written notes for ethical debate
Oral rubric for comments made during debate
Written responses to ethical and moral situations (homework)
Student completion of guided notes with higher level thinking
questions.
Student completion of GRASP - research, documentation, google
slide creation, oral presentation, peer review.

Stage 3 – Learning Plan

Code	
	Pre-Assessment Pre-assessments will be given to determine student's prior knowledge regarding ethics and morals, as well as ethical business behavior and characteristics. Real legal topics will be used to determine prior feelings and opinions on debatable situations.

Summary of Key Learning Events and Instruction	Progress Monitoring
A, M — Lead discussion regarding the difference between morals and ethics and explore career choices, including law and medicine where our morals may conflict with the code of ethics of the job.	Teacher monitors and evaluates: - Whole class, small group, and partner discussions and work. - Student participation in class activities. - Student ability to take a stand on a topic and support their opinion. - Student participation in debates. - Summative assessment
A, M, T — Explore current event topics where our morals may conflict with ethics, including (but not limited to) sweatshops, death with dignity law and priest-penitent privilege. Student-led debates on such topics.	
A, M — Videos will be shown surrounding the concept of globalization including "Behind the Swoosh". Students will see firsthand how US companies are operating outside of the US.	
A, M — Students will be introduced to four ethical traits in business and will examine the outcome of various current events where a person demonstrated unethical behaviors and therefore suffered consequences in their professional lives.	
A, M, T — The 8 stakeholders of a company will be explained and the real life tylenol case study will be used for students to solve an ethical dilemma and determine the best course of action to ensure a positive outcome considering all stakeholders.	
A, M, T — Students will select a Corporate Scandal to complete the GRASP assignment. Research, slideshow, and oral presentation will be required to teach the rest of the class how the lack of ethics led to corruption and ultimately negative impacts to stakeholders.	
A, M — The Bill of Rights will be explored, specifically how it relates to high schoolers, as well as misuses.	

Resources:

All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.

Resources:

- Teacher-made slides, notes, directions, rubrics and presentations
- Nike "Behind the Swoosh " Video
- Tylenol Case study - print out
- Debate template

ESTABLISHED GOALS

CCSL 11-12.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

NBEA National Business Education Association: Basics of the Law Achievement Standard I : Analyze the relationship between ethics and

Transfer

Students will be able to independently use their learning to…

- Differentiate between cases that belong within the jurisdiction of the federal, state, and local court systems.
- Identify state laws vs federal laws and how individuals can drive change.
- Evaluate juvenile laws and individual cases to determine if and when juveniles should be treated as adults.
- Compare and contrast the characteristics of criminal and civil case law.
- Understand the elements of negligence and what needs to be proven for both criminal and civil cases.

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that…	*Students will keep considering…*
• The federal government has	• What are the benefits of federal vs state

the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.

Acquisition

Students will know...

- That each state has 3 levels to their court system - general trial courts, intermediate appeals courts and a supreme court.
- Federal and state courts have jurisdiction over specific types of crimes.
- There are 8 major differences between criminal and civil court.
- Many factors go into picking a jury including: work experience, personal experience, and opinions, but race and gender should not be a factor.
- Juveniles who stay within the juvenile system receive more rehabilitation effort and flexibility in consequences,

Students will be skilled at...

- Tracking a case through the 3 levels of a state court system.
- Identifying what court has jurisdiction over a case based on their characteristics.
- Explaining the differences between civil and criminal courts, including the right to counsel, and pleading the fifth.
- Realizing an appeal does not mean a new trial, it is meant to ensure all laws were followed in the original court.
- Identifying characteristics of a juror that make them more likely to be unbiased and capable of coming to a unanimous decision.
- Weighing the pros and cons of juveniles being tried as adults and how this can

jurisdiction over specific types of cases but also has limitations.

- States have their own Constitutions, Courts, and ability to make laws.
- Each state is independent of each other and does not have to have the same laws but their laws can not conflict with the U.S. Constitution.
- There are advantages and disadvantages of trying juveniles as adults.
- Criminal and Civil courts have different procedures, remedies, protections, and burden of proof.
- There are many steps to the jury selection process to ensure a fair trial.

jurisdiction?

- Should states be able to make something legal that is illegal on the federal level?
- Why is it important that each state can make their own laws for their citizens?
- What age should a juvenile be tried as an adult, and what circumstances should be considered?
- How can someone be found innocent in criminal court but liable in civil court?
- How can we keep prejudice and bias out of jury selection?

STAGE 2

while juveniles tried as adults are treated as adults, regardless of their age.

- Criminal Negligence refers to conduct in which a person ignores a known or obvious risk, or disregards the life and safety of others.
- In order to establish civil negligence, a plaintiff must prove several factors.

affect a society.

- Knowing what needs to be proven to determine negligence on both a criminal and civil level.
- Understanding that a person can be found both criminally and civilly negligent for something they didn't "mean" to do.

Code	Evaluative Criteria	Assessment Evidence
A, T, M	Clear explanation to defend juror choices.	**PERFORMANCE TASK(S):** *Students will show that they really understand evidence of...* **Goal/challenge** - Select a jury for a criminal or civil trial **Role for student** - Attorney **Audience** - Judge (teacher) **Situation** - they are either Prosecution / Plaintiff Attorney or a Defense attorney and must select a jury most likely to be unbiased/favorable for their goals. **Products and performances generated by student** - Working in pairs, students will review the case summary, as well as detailed juror cards to identify characteristics they are looking for in a juror. They must identify the strongest jurors for their side, as well as the strongest jurors for the opposing side **Standards/criteria for judging success** - Points are assigned to each juror that indicate if they were the correct/best choice. The points/reasons will be discussed and explained to determine accuracy of choices.
A, T, M	Use of appropriate strategy/technique when selecting a juror	

OTHER EVIDENCE:
Students will show they have achieved Stage 1 goals by…

Student completed guided notes
Small and large group discussions
Google Classroom activities and assignments

Code	Pre-Assessment	
	Questions to help complete this portion: Pre-assessments will be given to determine a student's prior knowledge regarding federal and state jurisdiction, criminal vs civil law, feelings toward juvenile law, and negligence.	
	Summary of Key Learning Events and Instruction	Progress Monitoring
A, M	Teacher will present information about federal and state court structure and jurisdiction.	Oral responses, classroom notes, teacher observation, results of jurisdiction activity.
A, M	Students will complete an activity determining jurisdiction on a variety of real cases.	Oral responses, classroom notes, teacher observation, answers to the organizer.
A, M	The juvenile court system will be explored, students will complete an organizer to determine if a juvenile should be tried in adult court or remain as a juvenile using real world cases.	
A, M	Through the use of a slideshow presentation highlighting real world cases, the teacher will explain the differences between criminal and civil law. Real case study on OJ Simpson who was found not guilty in criminal court and liable in civil will be examined.	Student answers, oral responses, classroom notes
A, M, T	The elements of negligence in criminal and civil law will be presented. Students will apply these to real world cases in class. Real world "Keg Explosion" case will be reviewed including the real letter from the prosecutor's office.	Student answers and explanations on how the differences between civil and criminal court led to different verdicts in the OJ Simpson trial.
A, M, T	Criminal and Civil trial procedures are reviewed including the *voir dire* - selection of the jury.	Student completion of GRASPS activity
	Resources:	

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Teacher created slideshows, organizers, and rubrics

Prosecutor letter - keg explosion

Jury Game packet

Stage 1 Desired Results

Transfer

Students will be able to independently use their learning to...

ESTABLISHED GOALS	

CCSL 11-12.1 -Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSL 11-12.1.d - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

- Apply knowledge to determine if crimes are felonies or misdemeanors
- Recognize the elements and punishments of different crimes when reading or hearing the news
- Understand the common defenses to crimes available to them in their own lives
- Reflect on personal experience from the court house field trip

Meaning

UNDERSTANDINGS
Students will understand that...

- A crime is an offense against the public good and can be either a felony or a misdemeanor.
- The plaintiff in a criminal case is always the government.
- Each state has inherent police power and the ability to make and enforce their own laws.

ESSENTIAL QUESTIONS
Students will keep considering...

- Why are there different penalties for felonies and misdemeanors?
- What characteristics should a prosecutor have? How does this differ from a defense attorney?
- Why do we hold people accountable for unintentional behavior that negatively affects others?

NBEA National Business Education Association: Basics of the Law Achievement Standard I: Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.

- Negligence is a failure to exercise the care that a reasonable person would exercise in like circumstances.
- The two elements of a crime are the criminal act and the required state of mind.
- The important difference between murder and manslaughter is malice aforethought.

- Why doesn't the federal government make and enforce laws for the entire country?
- If voluntary manslaughter is intentional killing due to emotional "stress", how long should the person have to "think" about it before it qualifies as pre-meditation?
- Why are we protected from double jeopardy? Are there instances where this protection can be abused or work against justice?

Acquisition	
Students will know....	*Students will be skilled at...*

Students will know....

- There are 3 major differences between a felony and a misdemeanor.
- Murder is the unlawful killing of another human being with malice aforethought, while manslaughter is the unlawful killing of another human being without malice aforethought.
- The same act (killing someone) can be murder or manslaughter depending on the person's required state of mind.
- Common defenses to crimes are insanity, entrapment, self-defense and defense of family members.
- The three categories of crimes are crimes against: people, property, and business interests.
- The elements of negligence are different for criminal and civil cases.

Students will be skilled at...

- Categorizing crimes as felonies or misdemeanors
- Determining if a case qualifies as murder or manslaughter.
- Evaluate crimes and match appropriate defense strategies.
- Analyze legal cases to determine if the elements of negligence are present.
- Categorize certain types of crimes, such as: murder, manslaughter, burglary, arson, battery and embezzlement.
- Consider several defenses to criminal acts such as the insanity defense and self defense.

Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A, M, T	Teacher Rubric evaluating content accuracy, and professionalism of slideshow and oral presentation. Peer Review evaluating public speaking skills including: loud voice, facing class, putting information into their own words, professionalism and knowledge of information. **Impact** - Slideshow - the reasoning for selecting the criminal charge should be clear and justified through the steps of determining negligence. Oral Presentation - Did the presenter engage with the audience and present the information in an effective and easy to follow way. **Content** - was the task complete - was the appropriate criminal charge chosen and justified in detail using the elements of negligence? Were the corresponding defenses considered and appropriately selected, identified and detailed. **Quality** - The slideshow is free of errors, uses appropriate capitalization and punctuation, bullets to align data, contains an informative title and image on every slide and maintains an overall professional appearance. **Process** - During the oral presentation, the presenter does not read off slides, but puts information into their own words while	**PERFORMANCE TASK(S):** *Students will show that they really understand evidence of...* **Goal:** Determine the appropriate criminal charge based on the facts of the case while also considering possible defense strategies that may be used. **Role:** Local prosecuting attorney Audience: Your classmates (fellow prosecutors) and your teacher (head prosecutor) will be evaluating your presentation. **Situation:** You are the local prosecutor and have been provided with the facts of a criminal case. You must look at the facts to determine what criminal charge is appropriate and to see if you can prove the elements of negligence to a jury. As part of your preparation you should also consider what the defense attorney's strategy will be so you can prove your case beyond a reasonable doubt. **Product and / or Performance:** Working either alone or with one partner, students will create a google slideshow that explains their strategy for this case. They will present it to their peers who will provide feedback and ask questions to ensure the case is represented appropriately. The presentation should show higher level thinking and knowledge of the elements of criminal negligence, classification of crimes and defense strategies. **Standard:** An accurate and detailed professional presentation. Teacher will provide an exemplar and a rubric to assist in expectations.

speaking in a loud voice and facing the class.

	OTHER EVIDENCE: *Students will show they have achieved Stage 1 goals by...* Further information: Google classroom activities and assignments Quizzes, formative assessments and short writing responses. Student completion of guided notes with higher level thinking questions. Student completion of GRASP - google slide creation, oral presentation, peer review.

Stage 3 – Learning Plan

Pre-Assessment

Code	
	Pre-assessments will be given to determine student's prior knowledge regarding criminal and civil cases including negligence. Real legal cases will be used to determine prior knowledge.

	Summary of Key Learning Events and Instruction	Progress Monitoring
A, M	Teacher leads a discussion regarding the major differences between felonies and misdemeanors, including examples of both.	Teacher monitors and evaluates: - Whole class, small group, and partner discussions and work. - Student participation in class activities. - Summative assessment
A, M, T	The teacher will introduce current news stories of felonies and misdemeanors, while students will apply knowledge to determine if they qualify as a felony or misdemeanor.	
A, M, T	Teacher identifies the elements of a crime, including the criminal act and the required state of mind. Students will review several cases to identify how these elements vary and how this affects the ultimate criminal charge and penalty.	
A, M, T	Students will complete the GRASP Activity	
	Resources: All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval. Additional Resources: - Teacher-made slides and presentations - Teacher made guided notes - questions - GRASP template, teacher made directions and rubrics.	

Do Not Distribute Not BOE Approved

Stage 1 Desired Results

ESTABLISHED GOALS

CCW 11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSL 11-12.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSL 11-12.1.d - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSL 11-12.5 - Make strategic

Transfer

Students will be able to independently use their learning to...

- Confidently speak in front of a crowd
- Form a persuasive argument
- Observe verbal and nonverbal clues
- Identify strengths and weaknesses of arguments
- Work as part of a team toward a common goal

Meaning

UNDERSTANDINGS
Students will understand that...

- Attorneys employ different strategies depending on which side they are on.
- It is important to have a skilled attorney.
- The more prepared you are, the better you will do.
- For any argument, it is beneficial to be able to see and understand the other side's argument.
- Even if you are right, you may not win.
- Your non-verbal cues are just as important as your verbal cues when trying to convince someone of something.

ESSENTIAL QUESTIONS
Students will keep considering...

- What personality traits are better suited for a prosecutor versus a defense attorney?
- Are the ethics and morals of an attorney challenged as part of the job?
- How can the effort and skills of an attorney affect their client?
- How could our current court system be improved?
- What is more important, following the rules of the court, or getting to the truth?
- Is it important for the jury to like you?

use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

NBEA National Business Education Association: Basics of the Law Achievement Standard I: Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.

Acquisition

Students will know…

- The prosecution always goes first in a criminal proceeding.
- Direct examination questioning is when you are asking your own witness a question and can be open-ended.
- Cross examination questioning is when you are asking the opposing side's witness a question and should be yes or no or closed ended only.
- Attorneys are responsible for preparing their witnesses for direct and cross examination questions.
- Witnesses are responsible for preparing how to answer all questions and practicing their verbal and non-verbal communication.
- The jury must come to a unanimous decision or there is a mistrial.
- The judge decides what is admissible in court and rules on objections.

Students will be skilled at…

- Analyzing facts of a case
- Utilizing higher level thinking when preparing an argument and a counter-argument
- Identifying strengths and weaknesses of both sides of a case or situation
- Recognizing the importance of non-verbal expression
- Comprehending legal cases and their outcomes

Code	Evaluative Criteria	Stage 2 – Evidence
		Assessment Evidence
A, M, T	Teacher Rubric evaluating content accuracy, originality, creativity, and professionalism of all submitted work, as well as the mock trial performances. Peer Review evaluating public speaking skills including: loud voice, staying in character, knowledge of role, professionalism and knowledge of information.	**PERFORMANCE TASK(S):** Goal: Students will prepare for a legal case and conduct themselves appropriately in a mock trial situation based on their assigned role. Role: Each student will be given a role (judge, prosecutor, defense attorney, prosecution witness, defense witness, or juror.
	Impact - Performance - was the task complete - were the questions created by the attorneys complete and show higher level thinking and strategy. Did the witnesses memorize their affidavit and provide high level answers. Was the judge knowledgeable in the process of the court proceedings and conduct his role appropriately.	Audience: Classmates (others in the trial) and your teacher (court personnel) will be evaluating your presentation. Situation: A group of students left campus during lunch and were driving back to school when they struck another student crossing the street. The driver of the car is being charged with vehicular manslaughter. Depending on the assigned role, students will prepare for the mock trial and play their role during the trial.
	Content - Was the line of questioning appropriate and indicative of a higher level strategy? Did the attorneys object at appropriate times, with a correct answer from the judge. Did the witnesses provide accurate testimony? Did the jurors remain on task and provide thorough notes.	Product and / or Performance: After reading the case details, students will be responsible for.... **Prosecution and Defense Attorneys -** Preparation - Determining the main objective of the case and develop strategy to prove your points and obtain a favorable outcome from the jury. Create all questions that will be asked of your witnesses, as well as questions for opposing witnessing and lastly, prepare your witnesses for cross examination. Attorneys must also become familiar with objections and prepare opening and closing statements. Submit a trial packet. Performance - Attorney will present the opening and closing statements as well as remain in character while questioning witnesses, identifying errors in opposing witnesses testimony, adjusting on the fly, and proving their case.
	Quality - All students remain in character and act professional and reasonable at all times. **Process** - The judge will run the entire mock trial with minimal assistance from the teacher.	**Prosecution and Defense Witnesses -**

Preparation - Read through and memorize the affidavit for your character. Determine the strengths and weaknesses of your testimony. Assist attorney for your side in creating and answering questions while also predicting questions the opposing side will ask. Submit a trial packet.

Performance - Take the stand during the trial, staying in character, remembering testimony and thinking in the moment for any unplanned situations that may arise.

Judge -

Preparation - research the roles and responsibilities of judges, as well as the rules for "sustaining" or "overruling" objections from lawyers. Read through the mock trial rules and the procedures to run a mock trial. Submit a paper of your research for a trial preparation grade.

Performance - Coordinate and run all aspects of the mock trial, including swearing in witnesses and handling the attorneys and witnesses on both sides, as well as the jury.

Jurors -

Preparation - research the role of a juror and explore famous or infamous juries throughout our history. Submit a research paper on the roles of jurors in our criminal court system.

Performance - Participate by actively listening to testimony and take notes on each witness. Be able to identify inconsistencies in testimony and make determinations on the credibility of witnesses. Jurors will deliberate and come to a decision at the end of the trial. Jurors must submit juror notes for a grade upon completion of the trial.

OTHER EVIDENCE:
Students will show they have achieved Stage 1 goals by...

Mock trial packets submitted by both sides (prosecution and defense) including: Opening and closing statements, direct and cross examination questions with answers.
Juror Notes and paper
Judge research
Student feedback after completion of mock trial.
Peer evaluation forms

Stage 3 – Learning Plan	
Pre-Assessment	
Code	
Pre-assessments will be given to determine student's prior knowledge regarding court procedures and rules.	

	Summary of Key Learning Events and Instruction	Progress Monitoring
A, M	Teacher will lead discussion regarding the various roles in a mock trial while also explaining court proceedings and how a trial runs from start to finish including the roles and responsibilities of all players.	Teacher monitors and evaluates: - Whole class, small group, and partner discussions and work. - Direct and cross examination questions and responses
A, M	Students will create their questions and develop strategy for their side of the trial. Prosecution members will work together, Defense members will work together, Jurors and judge will work together.	- Ability to work as part of a team toward a common goal - Student ability to perform in a role playing situation.
A, M, T	Students will participate in the mock trial.	- Student completion of packets with higher level thinking questions. - Student participation in mock trial.
A, M, T	Resources: Additional Resources: - Teacher-made slides and presentations - Mock trial videos - Mock trial case study - Teacher made directions and rubrics.	