

Table of Contents

Accessing and using marketing information	2
Accounting A: Budgeting Sheet Development	4
Analyzing Workplace Document	9
Antique Street Fair	11
Auto Insurance	13
Business Letter Writing	17
Explore Why and How technology is changing your world in this global economy	20
E-Commerce	23
FHA Financing	28
Financial Literacy	35
Interviewing Skills	37
Introduction to Graphical User Interfaces	42
Introduction to Marketing Campaigns	44
Personal Financial Literacy: Preparing for Prom	47
The Sales Process	52
Sports/Entertainment Venture, Lord of the Flies	55
Starting a Proprietorship (Sequential Unit Two/Accounting Services Pathway/Principles of Accounting)	59
Target Market	65

Subject: Business Management and Marketing

Grade: 10-11

Unit: Accessing and using marketing information

Total Time for Instruction: 3-4 days

Sequential Significance: Intermediate level

Standard: Marketing Sales and Service D3.0

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas) Understandings</p>	<p align="center">Essential Knowledge (What students must know) content facts mastery vocabulary (major understandings – CTE standards term)</p>	<p align="center">Essential Skills (What students must be able to do.) (Link to the national Essential Skill List)</p>
<p>Essential Question: How does the use of marketing information guide business activities?</p>		<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>Students will understand:</p> <ul style="list-style-type: none"> • How to identify and establish a target market (D3.1) • How to analyze and use data to identify customers (D3.2) • How marketing data is used to enhance sales (D3.4)- 	<p>The student must know:</p> <ul style="list-style-type: none"> • Definition of target market • Criteria for determining a target market • Components and criteria for creating a marketing survey • Methods for analyzing survey data. • Promotional strategies and applications 	<p>The students must be able to:</p> <ul style="list-style-type: none"> • Define target market • Identify a target market for a specific product • Define/list survey criteria and components • Create a market survey • Analyze survey results to identify target market • Define/list methods of promotion • Use survey data to identify appropriate promotional strategies and applications

Instructional Strategies/Activities (What teachers do to facilitate learning) (Indicate Quadrant on Rigor & Relevance Framework) Teacher Choice	Assessment (How the content and skills will be assessed.) Teacher Choice	Resources/References Teacher Choice
<p>Such things as:</p> <p>Differentiation – Integration – Teamwork Cooperative Learning – Projects – Demo – Lecture Video – Labs – Pencil and Paper Activity</p> <p>Lecture/notes on target market and surveys. Read chapter and sections in workbook. Read/Evaluate market surveys online. Identify target markets given various products. (Class interaction, Pencil/Paper project) Identify survey components and structures for given surveys. (Class interaction, Pencil/Paper project, Cooperative Learning) Given a product and criteria create a market survey. (Class interaction, Pencil/Paper project) Given a completed survey, analyze survey data for target market and promotional strategies. (Pencil/Paper project)</p>	<p>Such things as:</p> <p>Diagnostic Formative Summative (pre-assessment) (embedded) (post-assessment)</p> <p>Rubric Scored – Document Based Question Constructed Response – Performance District Program Assessment – Portfolio Multiple Choice – Essay – Completion</p> <p>Student responses on white boards Oral and written responses Market Survey rubric Completed work Performance Presentations End of unit quiz</p>	<p>Such things as:</p> <p>Textbooks – Reference Books Websites – Guest Speakers Project Challenge Data base Coordinators Standards Leader – Mentor – Coach</p> <p>Textbook <u><i>South-Western-Introduction to Business © 2000</i></u> Marketing workbook <u><i>South-Western-Business 2000 Marketing © 2003</i></u> Websites <u><i>Knowthis.com</i></u> <u><i>*Individual search for online market surveys</i></u> Guest Speakers <u><i>Molly Grein – Owner, AMG Wireless</i></u></p> <p>Worksheets</p>

Lesson Plan
Accounting A
Budgeting Sheet Development

Course Description

The major emphasis of this course is to learn the fundamentals of double entry accounting for various types of business organizations.

Key Concept

To effectively prepare a financial statement for various business entities

Performance Objectives

- To prepare students to be able to budget their personal finances
- To understand accounting terminology

Pathway Standards Addressed

Accounting Services Pathway

A1.0 Students understand the basic principles and procedures of the accounting cycle

A1.4 Prepare, analyze, and interpret financial statements for various business entities

Academic Skills Reinforced

Communications 2.0

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

Reading 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

Algebra I Pathway

13.0 Students add, subtract, multiply, and divide rational expressions

Academics 1.0

Students understand the academic content required for entry into post secondary education and employment in the finance and business industry sector.

1.2 Add, subtract, multiply and divide rational numbers, integers, fractions and terminating decimals and taking positive rational numbers to whole numbers powers

Science 1.2

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Specific applications of investigation and experimentations

- 1.a** Select and use appropriate tools and technology (such as computer linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

Listening and Speaking 2.4

Specific applications of English language arts

- 1.7** Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations

Foundation or ESLRS addressed

Communications 2.0

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

- Reading 2.3** Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

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Listening and Speaking 2.4

Specific applications of English language arts

- 1.7** Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations

Materials

- Classroom Textbook
- Standard Accounting Worksheets
- Calculators
- Budget sheet Instructions
- Budget sheet
- Sample budget sheet
- Newspaper
- Pencils
- Timer Clock
- Scratch Paper

Motivational Opener

We have all ask ourselves “what happen to all of my money”. We needed to understand our finances. This less on budgeting will assist the student with understanding the accounting necessary to answer those very confusing questions. We are now going to develop the financial Units budget sheet and tie it with our class work. You will see how this budget can be used as a learning experience to gain knowledge in the financial world for real life experiences. (Note: Ask students questions about their past budgeting experiences with controlled budgeting to get them engaged in financial development). How to successfully budget your finances and not go broke.

Presentation: Teacher Activities

OBJECTIVES

STEPS TO START THE BUDGET SHEETS

1. Students will be informed of the parameters of developing their personal budget.
2. They will be given a weekly salary and they will calculate how much money they will have to spend at the end of the month,
3. The Student class will brainstorm to identify what expenditures they will have each month and what is variable and what is fixed expenses,
4. Their will be allotted time for each operation.
5. Student will apply what has been learned about the accounting cycle and record daily business transactions and adjusting entries in the Budget Sheet.
6. All daily transactions will come from real life experiences and expenses.
7. **Student will prepare the budget sheet** for the months January thru December.
Note: For their practice set only, the budget has 12 months in its year.
8. Students will adjust their budget monthly according to their financial need and their finances.

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9. Student will prepare closing entries after twelve months and adjust the budget according to their needs and the finances
10. The budget sheet will be developed using public assistance and with out public assistance.
11. This document will be used to determine the Students career choices on Career Locker computer program.
12. The assignment will be scored using a student developed rubric.

Personal Budget

Income	Month
SDG&E	5000
Variable Income	
Consulting	1250
Savings	
Total Income	
Expenses:	
Fixed Expenses	
Mortgage	1500

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Insurance	300	
Car payment	300	
Child Care	672	
Taxes	167	
	Fixed Total	
Variable Expenses		
Utilities	200	
Auto Expenses	500	
Food	600	
Misc.	200	
	Variable Total	<u>1500</u>
Total Expenses		<u>4439</u>
Net Income		<u>1186</u>

Subject: Communication & Computer Literacy for College & Career

Grade: Open to all high school students

Unit: 1 & 2 [Keyboarding (Alpha/Numeric & 10 Key by Touch)], Composing at the Keyboard, Document Design with Word Processing

Unit 3—Concurrent: Analyzing Workplace Documents—Reading Comprehension Focus On Informational Materials

Total Time for Instruction: One Semester

Sequential Significance: Foundation skills for three Business Industry Sector Pathways—Information Technology, Marketing, Finance

Standard: A8.0 Students understand the importance of reading, writing, and comprehending documentation in a technical environment.

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.) (Link to the national Essential Skill List)</p>
<p>Essential Question: How do keying by touch and improving communication skills affect a student’s future?</p>		<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>Students will understand:</p> <p>The global technological world requires computer use for communication.</p> <p>Most business professionals will use a computer in their profession.</p> <p>Keying by touch is skill that will facilitate professional competencies and facilitate student work at the secondary and post secondary level.</p> <p>Standard English language conventions are essential in business communication (reading, writing, and speaking).</p> <p>Workplace documents are a tool of business.</p> <p>Teamwork is important for success in the workplace.</p> <p>Time management skills are needed for life success.</p>	<p>The student must know:</p> <p>The dangers of RSI (Repetitive Stress Injury) to their health that may result from workstations or keyboarding techniques that are ergonomically incorrect. Exercises to relieve stress and prevent injury. Proper fingering and reaches by touch. How to analyze practice and assessment progress by interpreting program graphs and data.</p> <p>Standard English conventions for effective communication. (ELA-FS 1.4) *The 6 C’s of Professional Communication: Clear, Concise, Correct, Complete, Courteous, and Consistent *NBEA STANDARD</p> <p>How to reach/achieve business solutions using workplace documents. (ELA-FS, Reading 2.1, 2.3, 2.7)</p> <p>How to create specific documents. (FS 10) (ELA—FS, Writing 1.6, 1.7, 1.8, 1.9, 2.4, 2.5)</p> <p>How to work successfully with a partner/teams. (FS 9.1, 9.3, 9.5)</p> <p>How to prioritize daily work to achieve success. (FS 7.2)</p>	<p>The students must be able to:</p> <p>Demonstrate competency in touch keying on a timed test.</p> <p>Practice and key with proper technique to avoid RSI. Key with correct fingering reaches by touch.</p> <p>Score and grade a timed writing—add, subtract, divide, convert from decimal to percent, round and use estimation to verify the reasonableness of calculated results. (Math FS 1.2, 1.3, 2.1) Respond to verbal prompts and compose at the keyboard by touch. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation & capitalization. (ELA-FS 1.4)</p> <p>Follow writing prompt and receive a web-based minimum score of 4 on a rubric of 6. (ELA-FS, Writing 1.4, 1.9, 2.4)</p> <p>Analyze/solve business problems through analysis of workplace documents. (ELA-FS, Reading 2.1, 2.3, 2.7)</p> <p>Perform specific tasks to completion. (FS 7.2) Write business letter & resume. (ELA, Writing, 2.5)</p>

Instructional Strategies/Activities (What teachers do to facilitate learning) (Indicate Quadrant on Rigor & Relevance Framework) Teacher Choice	Assessment (How the content and skills will be assessed.) Teacher Choice	Resources/References Teacher Choice
<p>Such things as:</p> <p>Demonstrate proper reaches.</p> <p>Dictate reach reviews and word drills for pace consistency and word analysis (homonym identifications), and spelling review.</p> <p>Review communication skill rules of sentence types, capitalization, number expression, etc.—students will create documents following technical directions and compose at the keyboard.</p> <p>Assign a business writing prompt from www.gomyaccess.com set rubric criteria—students will write a persuasive letter to their parents or a newspaper article re: a career. Teacher will facilitate.</p> <p>Introduce standard formats for business documents.</p> <p>Write personal business letters & resume.</p> <p>Students will work with a partner to analyze workplace documents and answer comprehension questions about those documents. Students will work to mastery on twelve document types (four samples per type).</p> <p>Teacher will observe, inspect, correct, and encourage.</p> <p>Differentiation – Integration – Teamwork Cooperative Learning – Projects – Demo – Lecture Video – Labs – Pencil and Paper Activity</p>	<p>Such things as:</p> <p>Pre Reading Assessment—Beginning of class</p> <p>Post Reading Assessment—Semester end</p> <p>Multimedia lesson assessments</p> <p>Timed Writings</p> <p>Demonstration of Document Design & Production</p> <p>DERT—Dictate, Edit, Reflect, & Type</p> <p>Reflective Memo—student responds to “Life’s Little Instructions” by H. Jackson Brown</p> <p>Class critique</p> <p>Unit Tests of Workplace Documents—multiple choice</p> <p>Technique Timing—student self-assessment</p> <p>Internet-based writing prompt</p> <p>Diagnostic Formative Summative (pre-assessment) (embedded) (post-assessment)</p> <p>Rubric Scored – Document Based Question</p> <p>Constructed Response – Performance</p> <p>District Program Assessment – Portfolio</p> <p>Multiple Choice – Essay – Completion</p>	<p>Such things as:</p> <p>Video: <i>Your Computer & Your Health</i></p> <p>Micro Type Multimedia Keyboarding Program</p> <p><i>Keyboarding & Computer Applications, 7th ed.</i> South-Western Publishing</p> <p><i>Reading Skill Enhancement</i>, Paradigm</p> <p>www.gomyaccess.com</p> <p>Dictionary</p> <p>Textbooks – Reference Books</p> <p>Websites – Guest Speakers</p> <p>Project Challenge Data base Coordinators</p> <p>Standards Leader – Mentor – Coach</p>

Subject: Public and Community Relations

Grade: 9-12

Unit: Antique Street Fair

Total Time for Instruction: 4 months

Sequential Significance: Part of Applied Marketing Pathway

Standard: A3.0: Students understand important promotional strategies for communicating information about products, services, images, and ideas. D1.0: Students understand the key concepts of professional sales and marketing.

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.)</p> <p align="center">content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.) (Link to the national Essential Skill List)</p>
<p>Essential Question: What are effective promotional strategies? What are key concepts of professional sales and marketing?</p>		<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<ul style="list-style-type: none"> • Students will understand: <ul style="list-style-type: none"> • The four components of the marketing mix • The seven key marketing functions • The five ways to segment the market • Number Sense 1.4, 2.0, and 2.3 • Algebra & Functions 2.0 and 2.1 • Statistics, Data Analysis and Probability 2.1 and 2.2 • Mathematical Reasoning 1.1, 1.2, 2.1, 2.2, and 2.5 • U.S. History and Geography: Continuity in the 20th Century 11.3.2, 11.8.6, and 11.11.6 • Economics 12.1, 12.1.1, 12.1.2, 12.1.3, 12.1.5, 12.2.3, 12.2.4, 12.2.5, 12.2.8, 12.3.1) • 9th and 10th Grade Writing Applications 2.4, 2.5, and 2.6 • 9th and 10th Grade Listening and Speaking 1.1, 1.2, 1.3, 1.6, and 1.8 • 9th and 10th Grade Speaking Applications 2.2 • 11th and 12th • 11th and 12th Grade Listening and Speaking 1.1 • Responsibility and Flexibility 7.1, 7.2, 7.3 and 7.4 • Technical Knowledge and Skills 10.3, 10.4, and 10.5 • Leadership and Teamwork 9.1, 9.3, 9.4 and 9.5 	<ul style="list-style-type: none"> • The student must know: • A3.4 Know public relations strategies and techniques • D1.5 Understand the impact of a salesperson’s knowledge of the product and its effect on potential sales • D1.6 Understand buying motives and the customer’s decision-making process • D 2.1 Understand the utility of strategic planning (including setting goals and planning activities) in guiding a sales force • D3.1 Analyze and use data for identifying potential customers and clients 	<ul style="list-style-type: none"> • The students must be able to: • Students will be able to perform task analysis and develop a strategic plan and timetable • Students will understand market demographics and how to appeal to target groups • Students will be able to set up a budget and keep account of income and debits • Students will be able to business meetings to plan, coordinate, problem solve and share information • Use effective telephone skills (Listening and Speaking 1.3, 2.3,) • Develop an advertising campaign using various media (Listening and Speaking 1.2, 1.7, Technical Knowledge and Skills 10.3, 10.4, and 10.5) • Understand business licensing, event permitting and health code requirements (Health and Safety 6.1, Ethics and Legal Responsibilities 8.1 and 8.4)

Instructional Strategies/Activities (What teachers do to facilitate learning) (Indicate Quadrant on Rigor & Relevance Framework) Teacher Choice	Assessment (How the content and skills will be assessed.) Teacher Choice	Resources/References Teacher Choice
<ul style="list-style-type: none"> • Students take notes on basic marketing concepts using an overhead and discussion. (Direct Instruction, Guest Speaker, Discussion) A • Students apply the basic marketing concepts taking the role of a Street Fair vendor in completing a marketing plan (Pencil and Paper Activity) D • Direct instruction on business meeting procedures and recordkeeping (Robert’s Rules of Order) and practice using prepared scripts (Lecture, Role-play, Field Trip, Project) D • Task analysis instruction with practice (Demonstration, Small Group Competition) D • Project planning concepts and methods (Teacher Modeling, Project) D • Direct instruction on resource management and accounting (Lecture, Pencil and Paper Activity, Project) D • Design, prepare and distribute advertising for fair in various media including creation and production of public service Creation announcements and them for radio and TV broadcasting (Small Groups, Field Trip) D • Prepare marketing script, access data base and prepare call lists, rehearse calls, perform calls, tabulate and reports results (Teacher Modeling, Small Groups) D • Participating in BID meetings and how to represent school in public forum (Coaching, Reflection) B 	<ul style="list-style-type: none"> • Performance of groups responsibilities is well defined, able to be replicated, and is completed on time and meeting all key criteria (Embedded) • The advertising campaign created by the students generates vendors meeting or exceeding target figures of the BID (Summative) • All costs and income is recorded using traditional accounting procedures (Summative) • Full set of complete minutes is produced fully documenting decisions, project development and implementation, and successful completion (Teacher Observation, Minutes Portfolio) • In simulated and then in actual telephone conversations, students demonstrate effective communication skills (Performance) • Survey of customers to determine effectiveness of various advertisements (Post-Assessment) • Student advertising meets and is accepted by the intended (Performance) • Required permits are obtained in timely manner and all stipulations met. No violations, citations issued. Deposits returned in full. (Performance) 	<ul style="list-style-type: none"> • Contacts and working relationships with the Downtown Marysville business community • Members of the Business Improvement District and Chamber of Commerce • Guest speakers • Introductory business text • NIE Sacramento Bee • Reference books – graphic design • Local media cooperation and production facilities • Data base of past customers, contacts, etc. • Microsoft Office programs • Four-color printing capability • Internet access

LESSON PLAN

BUSINESS FINANCIAL MANAGEMENT

KEY CONCEPT:

Know the appropriate uses of basic types of automobile insurance policies.

PERFORMANCE OBJECTIVES:

Research different insurance companies to determine best price according to the factors: Age, gender, GPA, zip code. Read and explain an insurance policy. Identify 8-10 car insurance companies. Select 3-4 different cars from most expensive to least expensive.

PATHWAY STANDARDS ADDRESSED: BUSINESS FINANCIAL MANAGEMENT

C4.0 Students understand the role of insurance products and services in successful business management.

C4.1 Know the appropriate uses of basic types of insurance policies.

C4.2 Understand the ways in which insurance reduces risks.

ACADEMIC SKILLS REINFORCED:

WRITING

1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies.)

SPEAKING

2.2 Deliver oral reports on historical investigations.

2.4 Deliver multimedia presentations.

MATH

5.0 Students solve multi-step problems, including word problems involving linear equations and linear inequalities in variable and provide justification for each step.

FOUNDATION STANDARDS ADDRESSED:

1.0 Academics – Students understand the academic content required for entry into postsecondary education and employment in the Finance and Business Industry sector:

1.1 Mathematics – Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.

2.0 Communications – Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts:

2.1 Reading – Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

4.0 Technology – Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.

4.2 Understand the use of technological resources to access, manipulate, and produce information, products, and services.

5.0 Problem Solving and Critical Thinking – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques.

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and evaluation components.

5.3 Use critical thinking skills to make informed decisions and solve problems.

5.4 Understand how financial systems and tools are used to solve business problems.

8.0 Ethics and Legal Responsibilities – Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know major local district, state, and federal regulatory agencies and entities that affect industry and how they enforce laws and regulations.

9.0 Leadership and Teamwork – Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.2 Understand the ways in which pre-professional associations, such as DECA – A Marketing Association- and Future Business Leaders of America (FBLA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.3 Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.

9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situation in the workplace.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and the attitudes and feelings of others.

MATERIALS:

Computer, internet access, PowerPoint, sample insurance forms, sample policies, policy from home, calculator, pen and paper.

MOTIVATION/OPENER:

List the cars you and/or your family already have.

Think of your dream car.

Think of what it's worth.

Think of the cost and how much it will cost to insure.

Get out a pen and a piece of paper.

Tell me what you know about car insurance?

- Types
- Reason
- Cost
- Who needs
- Laws

How many students have a driver's license?

How many students own a car?

Do your parents own a car?

How many students plan on purchasing a car?

What types of cars?

Does the type of car make a difference in the cost of insurance?

PRESENTATION: (Teacher Activities)

State the objective: By the end of this lesson you will know the projected cost of your dream car and the related costs to maintain your ability to continue owning the car. You will also understand the four major types of insurance policies associated with both personal and business application.

Handout: Types of Automobile Insurance

DIFFERENT TYPES OF AUTO INSURANCE

If you own a car, no doubt you'll understand when people sit around complaining about the cost of their car insurance. But, the fact is that the cost of your car insurance is going to depend as much on what type of car insurance you buy as it is on what insurance company you use to insure your car.

“So, what are the different types of auto car insurance options available? Look at your handout entitled *Types of Automobile Insurance*.

Anticipatory set: see motivation opener

Distribute sample handouts. Let's look at a real life insurance policy one each of car, home, health and life. Provide sample organizer. Internet car shopping.

APPLICATION: (Student Activities)

Gather insurance company research using graphic organizers.

Create PowerPoint presentations (group students according to software/PowerPoint capabilities)

Complete handouts in groups. Identify leadership roles within the group, e.g., spokesperson, recorder, computer technician, proofreader/editor, etc.

ASSESSMENT/EVALUATION:

Have students compare and contrast using a Venn diagram

Oral presentation may include PowerPoint

Written test

Rubric development

CLOSURE:

Students profile their own policies by producing a written or typed proposal which will include :

- Type of insurance
- Cost of insurance for minimum coverage
- Cost of insurance for maximum coverage
- Requirements for coverage
- Term of policy
- Budget monthly payments for coverage period of 12 months

Oral five question quiz

Visual documentation – PowerPoint,

Written documentation - handouts

Types of Automobile Insurance

If you own a car, no doubt you'll understand when people sit around complaining about the cost of their car insurance. But, the fact is that the cost of your car insurance is going to depend as much on what type of car insurance you buy as it is on what insurance company you use to insure your car.

So, what are the different types of auto car insurance options available?

Fully Comprehensive Auto Insurance

Fully comprehensive auto car insurance is without doubt the most expensive. However, with so many cars financed by finance companies, it is also probably the most common type of auto insurance – as the finance companies make it a requirement that the owner insure their automobile fully comprehensive.

In short, as its name suggests, fully comprehensive auto car insurance insures the owner of the car against all manner of events – from an accident to theft of the car. The upside of this type of insurance is there is no need to show 'fault' in order to claim. So, if you have an accident, which is not your fault, and the owner of the other car, who is at fault, doesn't give you his insurance details, or, worse, is uninsured, you can still claim against your insurance company. Similarly, if your car is stolen, then fully comprehensive insurance allows you to claim against the insurance company.

However, do read your insurance policy carefully, as most auto car insurance companies refuse to insure 100% of the value of a car, choosing instead to only insure 80%, or so, of the value. The auto car insurance companies claim that doing this prevents fraudulent losses of cars where the owner of the car either no longer wants the car, or is encountering financial difficulty.

Third Party, Fire & Theft

Third party, fire & theft auto car insurance is a middle of the road car insurance package popular with those who have already paid off their auto loans, but who still have a certain level of intrinsic value in their car.

Under this type of auto insurance, most of the pay-out events covered under fully comprehensive auto insurance are covered – such as fire & theft. However, in the event of an accident, the insurance company is only required to pay-out if you are at fault, and you hit another car. So, in the event that you hit a wall, or only damage your car, the insurance company will not be required to pay. Likewise, if you are involved in an accident with another car, and are not at fault, your insurance company will not be required to pay-out, regardless of whether or not the other person has sufficient insurance to pay for the damage done to your car.

Third Party Insurance

Third party insurance is the 'basic' type of insurance, and only covers circumstances where you are involved in an accident, are at fault, and hit a third party. In all other events, the auto car insurance company is not required to make a payment. As such, it is also the cheapest type of auto car insurance you can purchase. That said, this type of insurance is usually only purchased by those car owners who have an old car with little or no value.

Specialized Car Insurance

Finally, strictly speaking any car over 25 years old is considered a 'classic'. As such, this type of car should be insured as a classic car – with all of the benefits and requirements of such. Although 'classic' auto car insurance usually has all of the benefits of fully comprehensive auto car insurance, one significant disadvantage that classic car insurance has is that you are usually limited to the number of road miles you can drive in any given year – so check your policy carefully.

What the students will know (what do you want the students to know and be able to do?)	What prerequisite skills do students need?	What instructional strategy(ies) will you use to facilitate learning?	
1) Structure of persuasive writing. 2) Support Arguments 3) Apply logic through reasoning. 4) Identify Audience 5) Academic Vocabulary 6) Manipulate and Produce Information 7) Understand Revision Process 8) Elements of a Business Letter.	1) Use keyboard efficiently. 2) Basic knowledge of English conventions and word usage. 3) Know the difference between fact and opinion. 4) Word Processing software. 5) Analyze persuasive language.	<input checked="" type="checkbox"/> Brainstorming <input type="checkbox"/> Community service <input type="checkbox"/> Compare and contrast <input checked="" type="checkbox"/> Cooperative learning <input type="checkbox"/> Creative learning <input type="checkbox"/> Creative arts <input type="checkbox"/> Demonstrations <input type="checkbox"/> Games <input checked="" type="checkbox"/> Group discussion <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Instructional technology <input type="checkbox"/> Internship <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Literature <input type="checkbox"/> Memorization <input checked="" type="checkbox"/> Note-taking/ graphic organizers <input type="checkbox"/> Presentations/exhibitions <input type="checkbox"/> Problem-based learning	<input type="checkbox"/> Project design <input type="checkbox"/> Recognition and rewards <input type="checkbox"/> Research <input checked="" type="checkbox"/> Review and re-teaching <input checked="" type="checkbox"/> Setting objectives and advance organizers <input type="checkbox"/> Simulation/role playing <input type="checkbox"/> Socratic seminar <input type="checkbox"/> Teacher questions <input type="checkbox"/> Total physical response <input type="checkbox"/> Video <input type="checkbox"/> Work-based learning <input checked="" type="checkbox"/> Writing
<p>Assessment • How will students show what they have learned? Rubric Scored Persuasive Business Letter Student Portfolio</p> <p>What assessment strategies will be used? Rubric Scored Student Portfolio</p>			

<p>Activities</p> <p>What activities will the student be doing? (In addition to a step-by-step description of classroom activities, be sure to make program accommodations for students with disabilities and incorporate provisions for multi-level students.)</p> <p>1) Students will read examples of Letters to the Editor, and Editorials from local newspaper to identify voice, supporting arguments, logic, and solutions/outcomes. (Cooperative Learning)</p> <p>2. Students to collect magazine advertisements to identify persuasive language to create a word bank. (Teamwork)</p> <p>3. Practice writing to convince, i.e. Should cell phones be allowed on campus? Writing a letter to the principal regarding ideas that could improve the school. (Individual Work)</p> <p>4) Peer Editing and Response on individual letters. (Group Work) Revision (Individual Work)</p> <p>5) Publishing by sending individual letters to the principal. (Individual Work)</p> <p>6) Brainstorm possible real-life situations or problems individuals would have with companies/businessess. (Cooperative Learning/Teamwork)</p> <p>7) Students to choose a real-life situational problem and construct on the computer, using a word processing application, a rough-draft of a persuasive letter. (Individual Work)</p> <p>8) Revision (Group/Teacher Work)</p> <p>9) Type final draft of letter.</p>	<p>Equipment, Materials, and Resources (Check all that apply)</p> <p>Equipment</p> <p><input type="checkbox"/> Power Point</p> <p><input checked="" type="checkbox"/> Word Processing</p> <p><input type="checkbox"/> Internet</p> <p><input type="checkbox"/> Camcorder</p> <p><input type="checkbox"/> Sound Resources</p> <p><input type="checkbox"/> Digital Camera</p> <p><input type="checkbox"/> Graphics</p> <p><input type="checkbox"/> Scanner</p> <p><input type="checkbox"/> Other</p>	<p>Reflection on the Performance Task(s)</p> <p>How did the process work?</p>
	<p>Materials: Textbook</p>	<p>Date: August 5, 2005</p> <p>Activity:</p>
	<p>Resources: Local Newspapers Magazines Reference Material</p>	<p>Reflection:</p>

Interdisciplinary Curriculum Worksheet

Establish Student Learning

Lesson Title: Explore Why and How technology is changing your world in this global economy

Theme/Focus/Concept What is the global economy and how technology is effecting your future		Time Frame: 2 hours Grade Level: 9-12 Contact Person(s): Mr. Slade & Mr. Kozoll																												
Application Model <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Evaluation</td> <td style="padding: 2px; text-align: center;">6</td> </tr> <tr> <td style="padding: 2px;">Synthesis</td> <td style="padding: 2px; text-align: center;">5</td> </tr> <tr> <td style="padding: 2px;">Analysis</td> <td style="padding: 2px; text-align: center;">4</td> </tr> <tr> <td style="padding: 2px;">Application</td> <td style="padding: 2px; text-align: center;">3</td> </tr> <tr> <td style="padding: 2px;">Understanding</td> <td style="padding: 2px; text-align: center;">2</td> </tr> <tr> <td style="padding: 2px;">Awareness</td> <td style="padding: 2px; text-align: center;">1</td> </tr> </table> <div style="text-align: center; margin-top: 10px;"> <table border="1" style="border-collapse: collapse; width: 100px; height: 100px; margin: 0 auto;"> <tr> <td style="text-align: center; width: 50px; height: 50px;">C</td> <td style="width: 1px;"></td> <td style="text-align: center; width: 50px; height: 50px;">D</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none; text-align: center;"> </td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"></td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"></td> <td style="border: none; text-align: center;"> </td> <td style="border: none;"></td> </tr> <tr> <td style="text-align: center; width: 50px; height: 50px;">A</td> <td style="width: 1px;"></td> <td style="text-align: center; width: 50px; height: 50px;">B</td> </tr> </table> </div> <p style="margin-top: 10px;">1= Knowledge 1 2 3 4 5</p> <p>2= Apply in discipline</p> <p>3= Apply across discipline</p> <p>4= Apply to real world predictable</p> <p>5= Apply to real world unpredictable</p>	Evaluation	6	Synthesis	5	Analysis	4	Application	3	Understanding	2	Awareness	1	C		D										A		B	State Standards Addressed <u>Standard</u> <input checked="" type="checkbox"/> English/Language Arts <input type="checkbox"/> Math <input checked="" type="checkbox"/> Social Studies/History <input type="checkbox"/> Science <input type="checkbox"/> Second Language <input type="checkbox"/> Health <input checked="" type="checkbox"/> Career & Technology Ed <input type="checkbox"/> Humanities/Arts	<u>Numbers</u> _____ _____ _____ _____ _____ _____ _____	SCANS Skills Addressed Basic Skills <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking Thinking Skills <input checked="" type="checkbox"/> Decision Making <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Creative Thinking <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Application of New Knowledge Personal Qualities <input type="checkbox"/> Responsibility <input checked="" type="checkbox"/> Self Esteem <input type="checkbox"/> Sociability <input checked="" type="checkbox"/> Self Management <input type="checkbox"/> Dependability Special Skills <input checked="" type="checkbox"/> Computer Literacy <input checked="" type="checkbox"/> Interpersonal <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Others
Evaluation	6																													
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Describe the student work. What will be made, created, procured, demonstrated, or designed? an oral presentation back by research and interview notes																														

What the students will know (what do you want the students to know and be able to do?)	What prerequisite skills do students need?	What instructional strategy(ies) will you use to facilitate learning?	
<p>-access the internet & use search sites</p> <p>-set up individual folders to save their work</p> <p>-start search and research to find various information that relates to above</p> <p>-form teams to analyse the information by assigning roles to specific categories</p> <p>-be prepared to present a five minute ending oral presentation to the full class</p>	<p>-know how to use the the computer and internet</p> <p>-teacher forms heterogeneous groups</p> <p>-group assigns roles, assignments and tasks</p> <p>-group picks presenter for oral presentation and assists in designing same</p>	<input checked="" type="checkbox"/> Brainstorming <input type="checkbox"/> Community service <input checked="" type="checkbox"/> Compare and contrast <input checked="" type="checkbox"/> Cooperative learning <input checked="" type="checkbox"/> Creative learning <input type="checkbox"/> Creative arts <input checked="" type="checkbox"/> Demonstrations <input type="checkbox"/> Games <input checked="" type="checkbox"/> Group discussion <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Inquiry <input type="checkbox"/> Instructional technology <input type="checkbox"/> Internship <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Literature <input type="checkbox"/> Memorization <input checked="" type="checkbox"/> Note-taking/ graphic organizers <input checked="" type="checkbox"/> Presentations/exhibitions <input checked="" type="checkbox"/> Problem-based learning	<input checked="" type="checkbox"/> Project design <input type="checkbox"/> Recognition and rewards <input checked="" type="checkbox"/> Research <input type="checkbox"/> Review and re-teaching <input checked="" type="checkbox"/> Setting objectives and advance organizers <input checked="" type="checkbox"/> Simulation/role playing <input type="checkbox"/> Socratic seminar <input checked="" type="checkbox"/> Teacher questions <input type="checkbox"/> Total physical response <input type="checkbox"/> Video <input type="checkbox"/> Work-based learning <input checked="" type="checkbox"/> Writing
<p>Assessment • How will students show what they have learned? Physical elements (notes, research etc.) & final presentation graded by the full class.</p> <p>What assessment strategies will be used? Did they convince the class of the need to know what is happening in the world not just their neighborhood and explain how they (the class) can take some control of their life. 360% feedback/grading by the class.</p>			

<p>Activities</p> <p>What activities will the student be doing? (In addition to a step-by-step description of classroom activities, be sure to make program accommodations for students with disabilities and incorporate provisions for multi-level students.)</p> <ul style="list-style-type: none"> - research -interviewing -discussion -writing -thinking -problem solving -group/leadership dynamics 	<p>Equipment, Materials, and Resources (Check all that apply)</p> <p>Equipment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Power Point <input checked="" type="checkbox"/> Word Processing <input checked="" type="checkbox"/> Internet <input type="checkbox"/> Camcorder <input type="checkbox"/> Sound Resources <input type="checkbox"/> Digital Camera <input type="checkbox"/> Graphics <input checked="" type="checkbox"/> Scanner <input checked="" type="checkbox"/> Other 	<p>Reflection on the Performance Task(s)</p> <p>How did the process work? very effective at fostering group dynamics while focusing on ONE goal and grade of technology in the global economy</p>
		<p>Date: Aug. 5, 2005</p>
	<p>Materials: paper, pens, access to computers/internet</p>	<p>Activity: Learning about the world around them and how it effects them</p>
<p>Resources: library, access to adults for interviews</p>	<p>Reflection: "D"</p> <p>Need access to broader range of adults for interviews</p>	

E- COMMERCE LESSON PLAN

KEY CONCEPT:

Introduction to Electronic Commerce (*E-Commerce*)

PERFORMANCE OBJECTIVES:

- ❑ Discover how e-commerce evolved from electronic communications
- ❑ Name the characteristics that define e-commerce
- ❑ Examine the basic purpose of e-commerce
- ❑ Explain how e-commerce can increase a business's revenue

PATHWAY STANDARDS ADDRESSED: (List)

E-Commerce Pathway

A1.1 Explain how e-commerce is similar to and different from traditional commerce, including comparing the competitive environment of online models with traditional business models.

A1.2 Understand the economic impact of the partnership between the Internet and business.

A1.3 Understand the role of the Internet in expanding business options and creating diverse marketplace opportunities.

A1.5 Identify common e-market research activities and the type of information each provides.

ACADEMIC SKILLS REINFORCED: (List)

California Language Arts Standards

2.1 Analyze the structure and format of fictional workplace documents, including the graphics and headers, explain how authors used the features to achieve their purposes.

2.6 Demonstrate use of sophisticated learning tools by following technical directions.

California State Mathematics – Algebra 1

13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

FOUNDATION OR ESLRS ADDRESSED: (List)

Foundation Standards

Mathematics Number Sense 1.6 Calculate the percentage of increases and decreases of a quantity.

Principles of Economics 2.6c Write technical documents included scenarios, definitions, and examples to aid comprehension.

Principles of Economics 12.2 Students analyze the elements of America's market economy in a global setting

Principles of Economics 12.2.8 Explain the role of profit as the incentive to entrepreneurs in market economy.

MATERIALS:

- ❑ Textbook – E-Commerce Glenco McGraw Hill 2006
- ❑ Instructor handout
- ❑ Instructor PowerPoint
- ❑ Computers with Internet access
- ❑ Assessment

MOTIVATION/OPENER:

Students get into groups of 3 or 4 and are given 5 minutes to discuss their answers to the following questions:

List 5 places you could buy shoes.

Possible student answers: Shoe store, department store, swap meet, catalog, etc.

Students will be required to report out their group results to the questions to the entire class for open discussion.

Teacher should direct students toward the discussion of online shopping by asking the question "have you ever shopped or bought anything online?" and introduce the term "e-commerce"

PRESENTATION: (Teacher Activities)

1. Facilitate discussion on the opener
 - ❑ Discover how e-commerce evolved from electronic communications
2. Define the term electronic communication and then the evolution of e-commerce from this <<http://www.thefreedictionary.com/electronic+communication>>

- Name the characteristics that define e-commerce
- 3. Define the terms e-commerce (It's the buying and selling of goods and services over the Internet) and e-tailer <<http://www.thefreedictionary.com/e-tailer>>
- 4. Define, compare and contrast: bricks-and-mortar business (a business with an actual physical location or storefront.), multichannel retailer (a retailer that sells its products via traditional channels – catalog, bricks-and-mortar, and telephone – as well as via an online channel), and pure-play retailers (sell primarily through the Internet).
 - Examine the basic purpose of e-commerce
- 5. Facilitate a student list of the purposes of e-commerce
- 6. Discuss the actual purpose of e-commerce using the student list. Teacher should ensure that students understand that the basic goal is to reach and transact business with customers using electronic means.
 - Explain how e-commerce can increase a business's revenue
- 7. Explain that with e-commerce a business can increase global presence and the potential for many more customers than a traditional bricks-and-mortar business. This increased exposure can boost a company's sales and ultimately its profits.

APPLICATION: (Student Activities)

1. As a class, students will create a list examples of goods and services that may be purchased online
2. Have student compare shop online for product for first hand e-commerce experience
 - a. Example: Nike shoes
 - i. www.nike.com
 - ii. www.froogle.com
 - iii. www.ebay.com
3. Have students report on which e-tailer had the product at the price they were willing to pay
4. Have students list businesses that operate as a brick-and-mortar business, as a multichannel retailer, and as a pure-play retailers
5. In groups of 3-4, students will list the purposes of e-commerce according to their previous knowledge. All lists will be consolidated on the board, discussed then followed by lecture.
6. Have students create a list of advantages for purchasing products and services online as a class, select the one advantage they think is the greatest. Students will write it as a journal entry.

ASSESSMENT/EVALUATION:

See attached rubric for Multimedia Presentations (for Closure) and a rubric for comparison-shopping (Student activity #2)

CLOSURE:

In teams of 3-4, students will interview a manager at their favorite retail store to determine if the store has an e-commerce Web site. Based on the interview, each team should create two PowerPoint slides summarizing the positive and negative effect the Web site has had on the business. If the business does not have an e-commerce Web site, the team should prepare two PowerPoint slides supporting or not supporting the creation of an e-commerce Web site for this business.

Shop On-Line Group Activity Rubric

Directions: This form helps you to evaluate student work in cooperative learning groups. Indicate the numbers from the following questions that best reflect your assessment of the group's work and presentation.

1= Weak 2=Moderately Weak 3= Average 4= Moderately Strong 5= Strong

- | | | | | | |
|--|---|---|---|---|---|
| 1. Each member of the group had a clear understanding of the task and contributed to the assignment. | 1 | 2 | 3 | 4 | 5 |
| 2. Group members presented their research in a clear and logical manner. | 1 | 2 | 3 | 4 | 5 |
| 3. The group completed the task assigned. | 1 | 2 | 3 | 4 | 5 |
| 4. The group performed to it's full potential. | 1 | 2 | 3 | 4 | 5 |

Total Points_____ Grade_____

Members of the Group:_____

Add additional questions or comments:

E-Commerce Multimedia Presentations

Rubric

Directions: This form is designed to evaluate group multimedia presentations. Read statements and mark the number that reflects your assessment of the group's work.

1= Weak 2= Moderately Weak 3= Average 4= Moderately Strong 5= Strong

1. Presentation content is accurate.	1	2	3	4	5
2. Group shows an understanding of the content matter.	1	2	3	4	5
3. The group project showed all required components of the assignment.	1	2	3	4	5
4. The presentation shows the groups ability to synthesis information.	1	2	3	4	5
5. Each group member participated in the development of the presentation.	1	2	3	4	5
6. Presentation reflects groups full potential.	1	2	3	4	5

Total Points _____ Grade _____

Members of the Group: _____

Additional Comments: _____

Interdisciplinary Curriculum Worksheet

Establish Student Learning

Lesson Title: FHA Financing

Theme/Focus/Concept Describe advantages of FHA financing.		Time Frame: 1 hour Grade Level: 10-12 Contact Person(s): Darlene Neilsen, Fred Prinz, Tessie Castillo														
Application Model <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Evaluation</td> <td style="padding: 2px; text-align: center;">6</td> <td rowspan="6" style="text-align: center; vertical-align: middle;"> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black; border-top: 1px solid black; width: 80%; height: 80%; display: flex; flex-direction: column; align-items: center; justify-content: center;"> <div style="margin-bottom: 10px;">C</div> <div style="margin-bottom: 10px;">D</div> <div style="margin-bottom: 10px;">A</div> <div style="margin-bottom: 10px;">B</div> </div> </div></td> </tr> <tr> <td style="padding: 2px;">Synthesis</td> <td style="padding: 2px; text-align: center;">5</td> </tr> <tr> <td style="padding: 2px;">Analysis</td> <td style="padding: 2px; text-align: center;">4</td> </tr> <tr> <td style="padding: 2px;">Application</td> <td style="padding: 2px; text-align: center;">3</td> </tr> <tr> <td style="padding: 2px;">Understanding</td> <td style="padding: 2px; text-align: center;">2</td> </tr> <tr> <td style="padding: 2px;">Awareness</td> <td style="padding: 2px; text-align: center;">1</td> </tr> </table> <p style="margin-top: 10px;"> 1= Knowledge 2= Apply in discipline 3= Apply across discipline 4= Apply to real world predictable 5= Apply to real world unpredictable </p>	Evaluation	6	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black; border-top: 1px solid black; width: 80%; height: 80%; display: flex; flex-direction: column; align-items: center; justify-content: center;"> <div style="margin-bottom: 10px;">C</div> <div style="margin-bottom: 10px;">D</div> <div style="margin-bottom: 10px;">A</div> <div style="margin-bottom: 10px;">B</div> </div> </div>	Synthesis	5	Analysis	4	Application	3	Understanding	2	Awareness	1	State Standards Addressed Standard <input checked="" type="checkbox"/> English/Language Arts <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Social Studies/History <input checked="" type="checkbox"/> Science <input type="checkbox"/> Second Language <input type="checkbox"/> Health <input checked="" type="checkbox"/> Career & Technology Ed <input type="checkbox"/> Humanities/Arts	Numbers <u>R (9-10) 1.1,</u> <u>(11-12) 2.3-4,</u> <u>W (9-10) 1.1-2,</u> <u>W/O (9-10)1.1-</u> <u>5, (11-12) 1.1-</u> <u>.3, L/S (9-10)</u> <u>1.3,1.6,1.8-9,</u> <u>2.2f, 2.6a-c,</u> <u>(11-12) 1.5a,</u> <u>Prob&Stat8.0;</u> <u>Alg 1.0,1.1,5.0,</u> <u>13.0, 24.2-3,</u> <u>Geometry 3.0,</u> <u>8.0</u> <u>Econ12.1.1-3,</u> <u>12.2.1-3, 5, 8-9,</u> <u>12.3.1, 3-4,</u> <u>12.4.2, 12.5.3</u> <u>Hist10.1.1,</u> <u>10.3.5, 11.6.2,</u> <u>11.10.2, 6,</u>	SCANS Skills Addressed Basic Skills <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking Thinking Skills <input checked="" type="checkbox"/> Decision Making <input checked="" type="checkbox"/> Problem Solving <input type="checkbox"/> Creative Thinking <input checked="" type="checkbox"/> Reasoning <input type="checkbox"/> Application of New Knowledge Personal Qualities <input type="checkbox"/> Responsibility <input type="checkbox"/> Self Esteem <input type="checkbox"/> Sociability <input type="checkbox"/> Self Management <input type="checkbox"/> Dependability Special Skills <input type="checkbox"/> Computer Literacy <input type="checkbox"/> Interpersonal <input type="checkbox"/> Safety
Evaluation	6	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black; border-top: 1px solid black; width: 80%; height: 80%; display: flex; flex-direction: column; align-items: center; justify-content: center;"> <div style="margin-bottom: 10px;">C</div> <div style="margin-bottom: 10px;">D</div> <div style="margin-bottom: 10px;">A</div> <div style="margin-bottom: 10px;">B</div> </div> </div>														
Synthesis	5															
Analysis	4															
Application	3															
Understanding	2															
Awareness	1															

		<p><u>12.2.2-3,</u> <u>12.4.1, 12.7.3</u></p> <p><u>Earth Science</u> <u>9a-d</u></p> <p><u>Investigation</u> <u>& Experi-</u> <u>mentation 1 c,</u> <u>d, m</u></p> <p><u>CTE</u> <u>(Stat&Prob)1.</u> <u>1,</u></p> <p><u>(Econ) 12.2.1-</u> <u>2, 12.3.3-4,</u> <u>12.4.2, 12.5.3,</u></p> <p><u>(English)</u></p> <p><u>(W/O)1.1-.5,</u></p> <p><u>(English)(L/S)1</u> <u>.3, 1.6, 1.8-9,</u> <u>2.2f, 2.6a-c</u></p> <p><u>(Science) (1d)</u></p> <p><u>(History)</u> <u>10.3.5, 12.2.1-</u> <u>3, 5, 7-9,</u> <u>12.4.1, 12.7.3</u></p> <p>—</p> <p>—</p>	<input type="checkbox"/> Others
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Describe the student work. What will be made, created, procured, demonstrated, or designed?

Students will research through the internet the different types of loans available through government sources. They will compile and create a chart/graph on information they have gathered. Then, students will prove the advantages of FHA loan over other types of loans by writing a short essay comparing the various types of loans. Finally, they will orally deliver their findings in class.

What the students will know (what do you want the students to know and be able to do?)	What prerequisite skills do students need?	What instructional strategy(ies) will you use to facilitate learning?	
<p>At the end of this lesson, students will be able to....</p> <ol style="list-style-type: none"> 1. Define FHA financing. 2. Identify the characteristics of FHA loans. 3. Explain the advantages of FHA financing over conventional and creative financing. 	<p>Students must know...</p> <ol style="list-style-type: none"> 1. Conventional and creative financing. 2. Identify the characteristics of conventional and creative financing. 	<input type="checkbox"/> Brainstorming <input type="checkbox"/> Community service <input checked="" type="checkbox"/> Compare and contrast <input checked="" type="checkbox"/> Cooperative learning <input type="checkbox"/> Creative learning <input type="checkbox"/> Creative arts <input checked="" type="checkbox"/> Demonstrations <input type="checkbox"/> Games <input type="checkbox"/> Group discussion <input type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Inquiry <input type="checkbox"/> Instructional technology <input type="checkbox"/> Internship <input type="checkbox"/> Lecture <input type="checkbox"/> Literature <input type="checkbox"/> Memorization <input checked="" type="checkbox"/> Note-taking/ graphic organizers <input checked="" type="checkbox"/> Presentations/exhibitions <input type="checkbox"/> Problem-based learning	<input checked="" type="checkbox"/> Project design <input type="checkbox"/> Recognition and rewards <input checked="" type="checkbox"/> Research <input type="checkbox"/> Review and re-teaching <input type="checkbox"/> Setting objectives and advance organizers <input checked="" type="checkbox"/> Simulation/role playing <input type="checkbox"/> Socratic seminar <input checked="" type="checkbox"/> Teacher questions <input type="checkbox"/> Total physical response <input type="checkbox"/> Video <input checked="" type="checkbox"/> Work-based learning <input checked="" type="checkbox"/> Writing
<p>Assessment • How will students show what they have learned? Make a final presentation to either a real estate agent or a real estate agent with his/her client.</p> <p>What assessment strategies will be used?</p> <ol style="list-style-type: none"> 1. Oral/Written Assignments 2. Teacher Observation 3. Group/Individual Report 			

<p>Activities</p> <p>What activities will the student be doing? (In addition to a step-by-step description of classroom activities, be sure to make program accommodations for students with disabilities and incorporate provisions for multi-level students.)</p> <ol style="list-style-type: none"> 1. Research through the internet the different types of loans available through government sources. 2. Compile and create a chart/graph on information gathered. 3. Demonstrate advantages of FHA loan over other types of loans by writing a short essay comparing the various types of loans. 4. Deliver an oral presentation in class. 	<p>Equipment, Materials, and Resources (Check all that apply)</p> <p>Equipment</p> <p><input type="checkbox"/> Power Point</p> <p><input type="checkbox"/> Word Processing</p> <p><input checked="" type="checkbox"/> Internet</p> <p><input type="checkbox"/> Camcorder</p> <p><input type="checkbox"/> Sound Resources</p> <p><input type="checkbox"/> Digital Camera</p> <p><input type="checkbox"/> Graphics</p> <p><input type="checkbox"/> Scanner</p> <p><input type="checkbox"/> Other</p>	<p>Reflection on the Performance Task(s)</p> <p>How did the process work?</p>
		<p>Date:</p>
	<p>Materials: Rockwell, David L. and Megan Dorsey. Financial Residential Real Estate, 12th edition. Rockwell Publishing Company, 1997.</p>	<p>Activity:</p>
<p>Resources: California Business Education Resource Consortium. Challenge Standards: Career Preparation – Business Education (Academic Crosswalk). California Department of Education. 1997-1998.</p> <p>California Department of Education. Challenge Standards: Career Preparation – Business Education. California Department of Education,</p>	<p>Reflection:</p>	

	<p>Career Vocation Education Division. 2000.</p> <p>California Department of Education. Business Education Framework and Model Curriculum Standards. California Department of Education, Career Vocation Education Division, 1998.</p> <p>California Department of Education. Business Education Career Path and Model Curriculum Standards. California Department of Education, 1995.</p> <p>California Department of Education. High School Academic Content Standards. California Department of Education, May 2004.</p> <p>California Department of Education. High School Exit Exam – English/Language. California Department of Education, February 2001.</p> <p>California Department of Education. High School Exit Exam – Mathematics. California Department of Education, February 2001.</p> <p>National Business Education Association. National Standards for Business Education – What America’s Students Should Know and Be Able to</p>	
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	<p>Do in Business. National Business Education Association, 1995.</p> <p>Resource Persons: Division Business Program Advisor School Business Coordinator School Business Department Chair Business Trade Advisory Committee</p>	
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Subject: Communication & Computer Literacy for Career & College

Grade: Open to all high school students, primarily 9th & 10th

Unit: Units 4-8 Communicating through Personal Financial Literacy, Voice Recognition, Internet Research, Career Exploration, & Multimedia Presentation (Semester 2)

Total Time for Instruction: Unit 4—Personal Financial Literacy—10 days

Sequential Significance: Foundation skills for three Business Industry Sector Pathways—Information Technology, Marketing, Finance Standard: A8.0 Students understand the importance of reading, writing, and comprehending documentation in a technical environment.

C. Business Financial Management Pathway, C1.0 Students create & use budgets to guide financial decision making, C2.1, C2.5

<p align="center">Content / Key Idea (Essential Learnings, Generalizations, Big Ideas)</p> <p align="center">Understandings</p>	<p align="center">Essential Knowledge (What students must know.) content facts mastery vocabulary (major understandings – new NYS standards term)</p>	<p align="center">Essential Skills (What students must be able to do.) (Link to the national Essential Skill List)</p>
<p>Essential Question: What knowledge and skills should a student have in relation to personal financial literacy before leaving high school?</p>		<p>May include such skills as: All levels of Bloom – Problem Solving – Planning Mechanical/motor – Process Application/Transfer Math – Measurement – Graphing – Inquiry</p>
<p>Students will understand: Budgets, personal banking, credit cards, scheduling payments, and credit history will be a part of their working or post secondary life.</p>	<p>The student must know: How to read a budget and how it is derived. How to read and organize a checkbook. How to read a bank statement. How to read a credit card statement and credit report.</p>	<p>The students must be able to: Develop and create a personal budget. C1.0 Create & calculate a checkbook. FS-5.4 Reconcile a bank statement. FS-10.1 Read and answer questions about a credit report and repayment schedules. FS-8.3</p>

<p>Instructional Strategies/Activities (What teachers do to facilitate learning) (Indicate Quadrant on Rigor & Relevance Framework) Teacher Choice</p>	<p>Assessment (How the content and skills will be assessed.) Teacher Choice</p>	<p>Resources/References Teacher Choice</p>
<p>Such things as: Video: <i>Master Your Future</i></p> <ol style="list-style-type: none"> Getting Ready for Prom Follow and complete budgets for two students from video. Create a personal prom budget and choose the best chart form for the data. Having a Part-time Job Complete the checkbook entries for the video student's monthly expenses. Reconcile a bank statement. Create a checkbook in Excel and create a formula for the checkbook calculations. Starting a Business Read a credit card statement and answer questions about repayment options and interest. Read a credit report and determine positive and negative references. <p>Differentiation – Integration – Teamwork Cooperative Learning – Projects – Demo – Lecture Video – Labs – Pencil and Paper Activity</p>	<p>Such things as: Students compose a paragraph describing the skills learned and how they will help them make choices in the future.</p> <p>Diagnostic Formative Summative (pre-assessment) (embedded) (post-assessment)</p> <p>Rubric Scored – Document Based Question Constructed Response – Performance District Program Assessment – Portfolio Multiple Choice – Essay – Completion</p>	<p>Such things as: Video: <i>Master Your Future</i> Excel Budget Form Checkbook form Reconciliation form Credit card statement Credit report form</p> <p>Textbooks – Reference Books Websites – Guest Speakers Project Challenge Data base Coordinators Standards Leader – Mentor – Coach</p>

Interdisciplinary Curriculum Worksheet

Establish Student Learning

Lesson Title: Interviewing Skills

Theme/Focus/Concept Reinforcing vocabulary, conducting company research and interview practices to develop employability and job readiness.		Time Frame: One Week Grade Level: Nine Contact Person(s): Mrs. Grant														
Application Model <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Evaluation</td> <td style="padding: 2px; text-align: right;">6</td> <td rowspan="6" style="text-align: center; vertical-align: middle;"> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; position: relative;"> C D A B </div> </td> </tr> <tr> <td style="padding: 2px;">Synthesis</td> <td style="padding: 2px; text-align: right;">5</td> </tr> <tr> <td style="padding: 2px;">Analysis</td> <td style="padding: 2px; text-align: right;">4</td> </tr> <tr> <td style="padding: 2px;">Application</td> <td style="padding: 2px; text-align: right;">3</td> </tr> <tr> <td style="padding: 2px;">Understanding</td> <td style="padding: 2px; text-align: right;">2</td> </tr> <tr> <td style="padding: 2px;">Awareness</td> <td style="padding: 2px; text-align: right;">1</td> </tr> </table> <p style="margin-top: 10px;"> 1= Knowledge 2= Apply in discipline 3= Apply across discipline 4= Apply to real world predictable 5= Apply to real world unpredictable </p>	Evaluation	6	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; position: relative;"> C D A B </div>	Synthesis	5	Analysis	4	Application	3	Understanding	2	Awareness	1	State Standards Addressed <u>Standard</u> <input checked="" type="checkbox"/> English/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Social Studies/History <input type="checkbox"/> Science <input type="checkbox"/> Second Language <input type="checkbox"/> Health <input checked="" type="checkbox"/> Career & Technology Ed <input type="checkbox"/> Humanities/Arts	<u>Numbers</u> <u>R1.3, 1.8, W2.3</u> _____ _____ _____ _____ _____ <u>FS 3.6, 4.2</u> _____	SCANS Skills Addressed Basic Skills <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking Thinking Skills <input checked="" type="checkbox"/> Decision Making <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Creative Thinking <input type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Application of New Knowledge Personal Qualities
Evaluation	6	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; position: relative;"> C D A B </div>														
Synthesis	5															
Analysis	4															
Application	3															
Understanding	2															
Awareness	1															

<p>Describe the student work. What will be made, created, procured, demonstrated, or designed? Vocabulary development through: -matching definitions -vocabulary terms used in story of someone looking for a job Company research through KWLS model by responding to informative questions on: -company of interest -job of interest Interview practice through: -questions -videos -role playing/job shadowing with local business partners -mock interview with local business partners -socratic discussion on success factors</p>	<input checked="" type="checkbox"/> Responsibility <input type="checkbox"/> Self Esteem <input type="checkbox"/> Sociability <input checked="" type="checkbox"/> Self Management <input checked="" type="checkbox"/> Dependability Special Skills <input checked="" type="checkbox"/> Computer Literacy <input checked="" type="checkbox"/> Interpersonal <input checked="" type="checkbox"/> Safety <input type="checkbox"/> Others
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What the students will know (what do you want the students to know and be able to do?)	What prerequisite skills do students need?	What instructional strategy(ies) will you use to facilitate learning?	
Employment Terms Career Options/Job Shadowing Interviewing Etiquette (dress, body language , verbal-phone and personal) Interviewing Skills Create follow-up letter	-Keyboarding skills -Computer/Internet skills -Personal/Business letter format -Resume format -Filling out job applications -KWLS strategy	<input checked="" type="checkbox"/> Brainstorming <input type="checkbox"/> Community service <input type="checkbox"/> Compare and contrast <input checked="" type="checkbox"/> Cooperative learning <input checked="" type="checkbox"/> Creative learning <input type="checkbox"/> Creative arts <input checked="" type="checkbox"/> Demonstrations <input type="checkbox"/> Games <input checked="" type="checkbox"/> Group discussion <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Instructional technology <input type="checkbox"/> Internship <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Literature <input checked="" type="checkbox"/> Memorization <input checked="" type="checkbox"/> Note-taking/ graphic organizers <input checked="" type="checkbox"/> Presentations/exhibitions	<input checked="" type="checkbox"/> Project design <input checked="" type="checkbox"/> Recognition and rewards <input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Review and re-teaching <input checked="" type="checkbox"/> Setting objectives and advance organizers <input checked="" type="checkbox"/> Simulation/role playing <input checked="" type="checkbox"/> Socratic seminar <input checked="" type="checkbox"/> Teacher questions <input checked="" type="checkbox"/> Total physical response <input checked="" type="checkbox"/> Video <input checked="" type="checkbox"/> Work-based learning <input checked="" type="checkbox"/> Writing

		<input checked="" type="checkbox"/> Problem-based learning	
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Assessment • How will students show what they have learned?

- Quizzes on employment terms/interviewing skills
- Electronic student portfolio on career option
- Oral presentation of career student portfolio
- Performance evaluation from mock interview
- Follow up letter
- Final exam - review student portfolio

What assessment strategies will be used?

Technolgy	Formative	Writing
Oral	Summative	Reading

<p>Activities</p> <p>What activities will the student be doing? (In addition to a step-by-step description of classroom activities, be sure to make program accommodations for students with disabilities and incorporate provisions for multi-level students.)</p> <p>(Employment Terms)</p> <ol style="list-style-type: none"> 1. Teacher will introduce employment terms through pair and share. 2. Students will follow classroom procedures during discussion of terms. 3. Teacher will give student handouts on reinforcing vocabulary. 4. Students will work on handout independently. 5 Teacher will review responses. <p>(Career Options)</p> <ol style="list-style-type: none"> 1. Students will have completed electronic portfolio. 2. Students will select company aligned with career choice. 3. Students will create list of five ways in which they can apply their skills to career choice. 4. Teacher will give student handouts on company research. 5. Students will complete handout. 6. Establish job shadowing opportunities with local business partners (optional). Interviewing Etiquette-Dress <ol style="list-style-type: none"> 1. Teacher will show video on dressing for success 2. Class will brainstorm gender based 	<p>Equipment, Materials, and Resources (Check all that apply)</p> <p>Equipment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Power Point <input checked="" type="checkbox"/> Word Processing <input checked="" type="checkbox"/> Internet <input checked="" type="checkbox"/> Camcorder <input type="checkbox"/> Sound Resources <input type="checkbox"/> Digital Camera <input type="checkbox"/> Graphics <input type="checkbox"/> Scanner <input type="checkbox"/> Other 	<p>Reflection on the Performance Task(s)</p> <p>How did the process work?</p>
		<p>Date:</p>
		<p>Materials:</p>
	<p>Resources:</p> <p>Textbook : Succeeding in the World of Work Glencoe/McGraw-Hill.</p> <p>Student supplementary activity workbooks - Glencoe/McGraw-Hill</p> <p>Interactive Lesson Planner CD Rom</p> <p>Glencoe Keyboarding with Computer Applications Software</p>	<p>Reflection:</p> <p>Possible articulation agreement with Oxnard College's Personal Growth.</p> <p>A strong focus of this course will be real-life experiences through job shadowing and mock interviews with business partnerships.</p>

<p>appropriate and inappropriate dress for interviews using a T-chart.</p> <p>3. Students will create list from personal wardrobe and pair share to identify dress code for interview.</p> <p>Interviewing Etiquette-Body Language</p> <p>1. Video demonstration of positive body language for interviews.</p> <p>Interview Skills</p> <p>1. Practice using interviewing techniques in pairs.</p> <p>2. Teacher will give students handout on interviewing practices.</p> <p>3. Conduct mock interviews with business partners as the interviewer and the student as interviewee (based on student's researched job and resume in their portfolio.)</p> <p>Follow-up Letter</p> <p>1. Teacher hands out sample follow-up letter to students.</p> <p>2. Teacher leads socratic disuccsion of the format of letter.</p> <p>3. Students produce follow-up letter.</p>	<p>Internet Access</p> <p>Videos:</p> <p>Careeer Pathways</p> <p>Telephone Etiquette</p> <p>Interviewing Tips</p> <p>Interpreting Body Language</p>	
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LESSON PLAN
Web Design
(Introduction to Graphic User Interface "GUI")

KEY CONCEPT:

- Software is useful because users only need to identify icons and click them to accomplish their tasks.
- Users use buttons and icons to interact with computers instead of complicated lines of code.
- Each button/icon has detailed programming associated with it.

PERFORMANCE OBJECTIVES:

- 1) Use Macromedia Fireworks to create a GUI for your website.
- 2) Insert the GUI into your website and program the buttons using html.
- 3) Publish and test your site using your new GUI.

TECHNICAL STANDARDS ADDRESSED: (List)

Foundation standards:

Mathematics

(1.1) Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

(1.8) Design and publish documents by using advanced publishing software and graphic programs.

Information Technology

B5.1 Understand the purpose, scope and development of a website.

B5.3 Use industry-standard programs to produce a web-based business operation or simulation.

B5.4 Know the tools needed to enable multimedia capabilities for websites.

ACADEMIC SKILLS REINFORCED: (List)

___ Language Arts X Math ___ Science ___ Social Studies X Other: ART

FOUNDATION OR ESLRS ADDRESSED:

X Communication Skills

X Technology Skills

___ Health, Safety & Environment

___ Ethics & Legal Responsibility

___ Career Planning & Management

X Problem-solving Skills

___ Accountability & Adaptability

___ Leadership & Teamwork

MATERIALS:

1. Desktop computer
2. Graphics program to create the GUI
3. Web server

MOTIVATION/OPENER:

- Open the command prompt on the computer and show the students how to interact with the computer using only command prompts.
- Discuss the profitability of the major software/web content companies and point out how the usability of their GUI's contribute to their bottom line.

PRESENTATION: (Teacher Activities)

1. Use the internet to discuss examples of good/bad GUI's currently in use on the web.
2. Demonstrate how to use Macromedia Fireworks to design, create and export a GUI.
3. Demonstrate how to use Macromedia Dreamweaver to...
 - a. Import the GUI into a web site.
 - b. Program the buttons using html.
 - c. Upload the necessary files to the web server.
4. Discuss common characteristics of good/useful GUIs
5. Discuss the objectives of the website and its new GUI.

APPLICATION: (Student Activities)

1. Students will use Macromedia Fireworks to create a GUI for their website.
2. Students will use Macromedia Dreamweaver to insert their GUI into their website.
3. Students will use Macromedia Dreamweaver to program their GUI.
4. Students will use the internet and projector to display their new website/GUI to the class.

ASSESSMENT/EVALUATION:

1. Students will be required to fill out 3 peer evaluations on other student's websites/GUIs.
2. I will grade student websites/GUIs based on the project's rubric.

Rubric:

- View the rubric here - http://mrbenrud.com/lessons/projects/web/gfx_intro.php

CLOSURE:

1. Discuss the impact a organized easy to use GUI on their website.

LESSON PLAN
Entrepreneurship
(Introduction to Marketing Campaigns)

KEY CONCEPT:

- In order to stay in business, a company must continue to make a profit
- High sales does not necessarily mean high profit
- Items to be sold should incorporate things the students will buy as well as items that make a larger profit
- Up-selling – selling items that are mutually beneficial
- Advertising will help the sales of items with an increased profit margin

PERFORMANCE OBJECTIVES:

1. Identify the high profit margin items
2. Create a variety of advertisements and promotions that will assist in increase sales of high profit margin items without jeopardizing the sales of other items
3. Implement advertising and promotional campaign for specified time period
4. Analyze sales data to ensure success of implementation
5. Evaluate and restructure advertising and promotion to continue increasing sales of high profit margin items

TECHNICAL STANDARDS ADDRESSED: (List)

1. **Pathway standard:** B4.2 Know the components of a promotional plan (e.g., advertising, public relations, sales promotion) and how the plan is used to achieve a stated outcome.
2. **Foundation standards:**
 - 1.1 *Mathematics*
 - (1.1) Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
 - (3.3) Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.
 - 2.2 Writing: Specific applications of Writing Strategies and Applications standards (grade nine and ten):
 - (1.8) Design and publish documents by using advanced publishing software and graphic programs.
10. Technical Knowledge and Skills (Finance and Business)
 - 10.4 Know how promotion concepts and strategies, including advertising, sales promotion, public relations, and personal selling, are used to communicate information about products, services, images, and ideas to achieve a desired outcome.
10. Technical Knowledge and Skills (Marketing, Sales, and Service)
 - 10.7 Know the pricing concepts and strategies used to maximize return and meet customers' perceptions of value

ACADEMIC SKILLS REINFORCED: (List)

Language Arts Math Science Social Studies Other: _____

FOUNDATION OR ESLRS ADDRESSED:

Communication Skills

Technology Skills

Health, Safety & Environment

Ethics & Legal Responsibility

Career Planning & Management

Problem-solving Skills

Accountability & Adaptability

Leadership & Teamwork

MATERIALS:

4. Microsoft Excel
5. Desktop computer
6. Printer
7. Three-week sales report
8. Graphics program to create the advertisement
9. Purchase orders showing cost of items purchased

MOTIVATION/OPENER:

- Increased sales will increase the amount of money allocated toward a student trip at the end of the year
- “Work smarter not harder”
- Increased return on investment
- Students will understand the impact of advertising on a customer/market

PRESENTATION: (Teacher Activities)

6. Present the class with the sales data detailing where the store makes the most money based on volume and margin.
7. Discuss options of increasing profits:
 - a. Increase price of high selling items
 - b. Increase sales of high margin items
 - c. Create advertising for high margin items
 - d. Survey students to possibly add new, high margin items to the menu
 - e. Remove low margin items from the menu
8. Bring in a variety of advertising examples.
9. Test the success of the advertising examples by showing them briefly to the students one at a time, then asking the students what product was being sold. Would they buy that product based on that advertisement? Why or why not?

APPLICATION: (Student Activities)

5. Students will analyze sales report and identify the high margin items
6. Break students into smaller groups (5-6 groups)
7. Each group will come up with an advertising idea, one high margin item per group
8. Students will create an Excel spreadsheet that demonstrates the impact of increased sales of high margin items versus the low margin items
9. Groups will then come together and present their advertising ideas
10. The class will vote on which advertising campaign they want to use
11. The class will then implement the advertising campaign
12. The campaign will run for four weeks
13. At the end of the month, inventory will be taken and the results of the sales data will be analyzed
14. Students will compare the sales data from the beginning of the month to the end of the month
15. Evaluate if the advertising campaign was successful

ASSESSMENT/EVALUATION:

- 1) Witness student up selling of items
- 2) Witness advertising campaign posted throughout campus
- 3) Sales data from beginning of month to end of month will assess the effectiveness of the advertising campaign
- 4) Peer evaluation of group advertising campaigns
- 5) Teacher evaluation of group advertising campaigns using attached rubric
- 6) Inventory taken at the end of the month will confirm increased sales of specific items

Rubric:

1. Product is clearly visible – 20 points
2. Poster contains at least three colors – 20 points
3. Promotion is clearly displayed (price, benefits) – 20 points
4. Attention is paid to color, contrast, white space – 20 points
5. Must contain a “call to action” – 20 points

CLOSURE:

1. Discuss the impact of advertising campaigns.
2. Discuss our advertising campaign compared to others seen in magazines or on billboards or television.
3. Discuss how the advertising campaign could be changed to make it more successful.

LESSON PLAN REFLECTION:

Interdisciplinary Curriculum Worksheet

Establish Student Learning

Lesson Title: Preparing for Prom

(One lesson in a unit on personal financial literacy)

Foundation skills for three Business Industry Sector Pathways—Information Technology, Marketing, Finance Standard: A8.0 Students understand the importance of reading, writing, and comprehending documentation in a technical environment.

Theme/Focus/Concept Students take ownership in preparing for the financial obligations of attending prom. C1.0 Students create and use budgets to guide financial decision making.		Time Frame: 3 days Grade Level: 9 - 12 Contact Person(s): Kathy Bailey, Whittier High School, kathleen.bailey@wuhd.k12.ca.us														
Application Model <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Evaluation</td> <td style="padding: 2px; text-align: center;">6</td> <td rowspan="6" style="text-align: center; vertical-align: middle;"> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black; border-top: 1px solid black; width: 80%; height: 80%; display: flex; flex-direction: column; align-items: center; justify-content: center;"> <div style="margin-bottom: 10px;">C</div> <div style="margin-bottom: 10px;">D</div> <div style="margin-bottom: 10px;">A</div> <div style="margin-bottom: 10px;">B</div> </div> </div></td> </tr> <tr> <td style="padding: 2px;">Synthesis</td> <td style="padding: 2px; text-align: center;">5</td> </tr> <tr> <td style="padding: 2px;">Analysis</td> <td style="padding: 2px; text-align: center;">4</td> </tr> <tr> <td style="padding: 2px;">Application</td> <td style="padding: 2px; text-align: center;">3</td> </tr> <tr> <td style="padding: 2px;">Understanding</td> <td style="padding: 2px; text-align: center;">2</td> </tr> <tr> <td style="padding: 2px;">Awareness</td> <td style="padding: 2px; text-align: center;">1</td> </tr> </table> <p>1= Knowledge 2= Apply in discipline 3= Apply across discipline 4= Apply to real world predictable 5= Apply to real world unpredictable</p>	Evaluation	6	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black; border-top: 1px solid black; width: 80%; height: 80%; display: flex; flex-direction: column; align-items: center; justify-content: center;"> <div style="margin-bottom: 10px;">C</div> <div style="margin-bottom: 10px;">D</div> <div style="margin-bottom: 10px;">A</div> <div style="margin-bottom: 10px;">B</div> </div> </div>	Synthesis	5	Analysis	4	Application	3	Understanding	2	Awareness	1	State Standards Addressed <u>Standard</u> <input checked="" type="checkbox"/> English/Language Arts <input checked="" type="checkbox"/> Math <input type="checkbox"/> Social Studies/History <input type="checkbox"/> Science <input type="checkbox"/> Second Language <input type="checkbox"/> Health <input checked="" type="checkbox"/> Career & Technology Ed <input type="checkbox"/> Humanities/Arts	<u>Numbers</u> <u>2.2,1.8,2.6,1.4</u> <u>1.2</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <u>C1.0, A8</u> <hr/>	SCANS Skills Addressed Basic Skills <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking Thinking Skills <input checked="" type="checkbox"/> Decision Making <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Creative Thinking <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Application of New Knowledge Personal Qualities
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Understanding	2															
Awareness	1															

<p>Describe the student work. What will be made, created, procured, demonstrated, or designed?</p> <p>Students will create a worksheet and three budget charts based on the information presented by the two students in the video and one based on their own prom projection. Students will compose a paragraph comparing the solutions from the two given samples and explaining the rationale to justify their own budget.</p>	<input type="checkbox"/> Responsibility <input type="checkbox"/> Self Esteem <input type="checkbox"/> Sociability <input type="checkbox"/> Self Management <input type="checkbox"/> Dependability Special Skills <input type="checkbox"/> Computer Literacy <input type="checkbox"/> Interpersonal <input type="checkbox"/> Safety <input type="checkbox"/> Others
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What the students will know (what do you want the students to know and be able to do?)	What prerequisite skills do students need?	What instructional strategy(ies) will you use to facilitate learning?	
<p>C1.0 Students create and use budgets to guide financial decision making.</p> <p>FS-2.2 Writing, ELA 1.8, Design and publish documents by using advanced publishing software and graphic programs.</p> <p>FS-2.2 Writing, ELA 2.6 a. Report information and convey ideas logically and correctly;1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.</p>	<p>FS-5.0 Problem Solving & Critical Thinking, 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.</p> <p>FS-4.0 Technology, 4.2 Understand the use of technological resources to access, manipulate, and produce information, products, and services. e.g., word processing, spreadsheet integration in product.</p> <p>FS-1.1 Math, 1.2 Add, subtract, multiply & divide</p>	<input checked="" type="checkbox"/> Brainstorming <input type="checkbox"/> Community service <input checked="" type="checkbox"/> Compare and contrast <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Creative learning <input type="checkbox"/> Creative arts <input checked="" type="checkbox"/> Demonstrations <input type="checkbox"/> Games <input type="checkbox"/> Group discussion <input type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Instructional technology <input type="checkbox"/> Internship <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Literature <input type="checkbox"/> Memorization <input checked="" type="checkbox"/> Note-taking/ graphic organizers <input checked="" type="checkbox"/> Presentations/exhibitions <input type="checkbox"/> Problem-based learning	<input checked="" type="checkbox"/> Project design <input type="checkbox"/> Recognition and rewards <input type="checkbox"/> Research <input type="checkbox"/> Review and re-teaching <input type="checkbox"/> Setting objectives and advance organizers <input checked="" type="checkbox"/> Simulation/role playing <input type="checkbox"/> Socratic seminar <input checked="" type="checkbox"/> Teacher questions <input type="checkbox"/> Total physical response <input checked="" type="checkbox"/> Video <input type="checkbox"/> Work-based learning <input checked="" type="checkbox"/> Writing

	<p>rational numbers.</p> <p>FS-2.4 Written & Oral Language Conventions, 1.4 Produce legible work that shows accurate spelling & correct use of the conventions of punctuation & capitalization.</p>		
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Assessment • How will students show what they have learned?

Students will create a worksheet and three budget charts based on the information presented by the two students in the video and one based on their own prom projection. Students will integrate their spreadsheet data & charts into a word processing document and compose a paragraph comparing the solutions from the two given samples and explaining the rationale to justify their own budget.

What assessment strategies will be used? The students will be assessed based on the accuracy, logic, and readability of the software developed presentation--the six C's of communication: clear, correct, complete, concise, courteous, and consistent based on a rubric.

<p>Activities</p> <p>What activities will the student be doing? (In addition to a step-by-step description of classroom activities, be sure to make program accommodations for students with disabilities and incorporate provisions for multi-level students.)</p> <p>Students will participate in a discussion of costs involved in high school activities, how they are paid for, and how the costs sometimes prevent participation.</p> <p>Students will share their personal solutions.</p>	<p>Equipment, Materials, and Resources (Check all that apply)</p> <p>Equipment</p> <p><input type="checkbox"/> Power Point <input checked="" type="checkbox"/> Word Processing <input type="checkbox"/> Internet <input type="checkbox"/> Camcorder <input type="checkbox"/> Sound Resources <input type="checkbox"/> Digital Camera <input type="checkbox"/> Graphics <input type="checkbox"/> Scanner <input checked="" type="checkbox"/> Other</p>	<p>Reflection on the Performance Task(s)</p> <p>How did the process work?</p> <p>Very well. High student interest. The activity has been expanded based on student interest.</p> <p>Date:</p>
<p>We will discuss personal financial topics as needed skills for their college & career preparation.</p> <p>Students will watch the first segment of the "Master Your Future" video on budgets and two students examples of how they created</p>	<p>Materials: Video, SmartBoard, Excel, projector</p>	<p>Activity:</p>

<p>and met a budget for their high school prom.</p> <p>Students will take notes & fill in a graphic organizer on prom categories and amounts spent.</p> <p>Students will transfer their information into an Excel spreadsheet and then complete a section for their own personal budget for prom using current Whittier High School costs (estimations). Students will transfer their information in chart form into a word processing document.</p> <p>Students will write a paragraph comparing the two student strategies from the video and a paragraph explaining the strategies they will incorporate to meet their personal budget for prom.</p>	Resources:	Reflection:
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SELLING PROCESS LESSON PLAN

KEY CONCEPT:

A successful salesperson can sell anything if they know the process.

PERFORMANCE OBJECTIVES:

Incorporate all the steps in order into their sales pitch performance and written sales plan.

Written sales plan meets standards of punctuation, grammar, and language

80% correct on objective test on the selling process.

PATHWAY STANDARDS ADDRESSED:

D1.3 Know the steps of the selling process

D1.5 Understand the impact of a salesperson's knowledge of the product and its effect on potential sales.

ACADEMIC SKILLS REINFORCED:

ELA 9th-10th grade

2.4 Write persuasive compositions.

- a. Structure ideas and arguments in a sustained and logical fashion.
- b. Use specific rhetorical devices to support assertions
- c. Clarify and defend positions with precise and relevant evidence
- d. Address readers' concerns, counterclaims, biases, and expectations

FOUNDATION OR ESLERS ADDRESSED:

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

5.2 Understand the universal, systematic problem-solving model that incorporates input, process, outcome, and evaluation components.

5.3 Use critical thinking skills to make informed decisions and solve problems.

MATERIALS:

NIFTE "How to Start & Operate a Small Business"

MOTIVATION/OPENER:

- Present job description: no college, no experience required, high pay potential, or
- Do a sales pitch for an item the students normally would have little interest in

PRESENTATION:

1. Direct teach steps of sales process
2. Model the process
3. Direct teach closure and contract process referring to math skills learned in math class
4. Work through a model process with class

APPLICATION:

- Students take written notes
- Students work in pairs to develop selling skills, responses, etc.
- Working individually, students choose a product from teacher provided list and do research to find out about it
- Students develop a written sales plan

ASSESSMENT/EVALUATION:

Performance: demonstration in role-play. Use class developed rubric.

Objective test on selling process.

CLOSURE:

Put skills to use in their ROP job assignments.

SALES PROCESS

1. Make a good first impression
 - a. Appearance
 - b. Hygiene
 - c. Professional language and grammar
 - d. Posture
 - e. Facial expression
2. Meet and greet
 - a. Welcome
 - b. Gender issues
 - c. Hand shake
 - d. Names
3. Believe in your product or service
4. Know your product and service
5. Build rapport
 - a. Listen to your customer
 - b. Be interested in customer and their background
 - c. Find common ground
6. Qualify your customer's needs
 - a. Safety, prestige, affordability, comfort, efficiency, economy, dependability
7. Demonstrate product or service
 - a. Emphasize the features that correlate with your customer's needs
8. Make sure all parties are in agreement
9. Close transaction
 - a. Avoid turn-off language
10. Keep records
11. Short term follow-up with customer
 - a. Next day
12. Keep in touch
 - a. Schedule regularly spaced contacts
13. Ask for referrals

Interdisciplinary Curriculum Worksheet

Establish Student Learning

Lesson Title: Sports/Entertainment Venture, Lord of the Flies

Theme/Focus/Concept Combine character analysis and novel setting of Lord of the Flies with world cultures and sports/entertainment marketing		Time Frame: 10 days Grade Level: Tenth grade Contact Person(s): Ginger Brandenburg																							
Application Model <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Evaluation</td> <td style="padding: 2px; text-align: right;">6</td> </tr> <tr> <td style="padding: 2px;">Synthesis</td> <td style="padding: 2px; text-align: right;">5</td> </tr> <tr> <td style="padding: 2px;">Analysis</td> <td style="padding: 2px; text-align: right;">4</td> </tr> <tr> <td style="padding: 2px;">Application</td> <td style="padding: 2px; text-align: right;">3</td> </tr> <tr> <td style="padding: 2px;">Understanding</td> <td style="padding: 2px; text-align: right;">2</td> </tr> <tr> <td style="padding: 2px;">Awareness</td> <td style="padding: 2px; text-align: right;">1</td> </tr> </table> <table style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="border: 1px solid black; width: 20px; height: 20px; vertical-align: middle;">C</td> <td style="border: 1px solid black; width: 20px; height: 20px; vertical-align: middle;">D</td> </tr> <tr> <td style="border: 1px solid black; width: 20px; height: 20px; vertical-align: middle;">A</td> <td style="border: 1px solid black; width: 20px; height: 20px; vertical-align: middle;">B</td> </tr> </table> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">1= Knowledge</td> <td style="padding: 2px;">1</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">3</td> <td style="padding: 2px;">4</td> <td style="padding: 2px;">5</td> </tr> </table> <p>2= Apply in discipline 3= Apply across discipline 4= Apply to real world predictable 5= Apply to real world unpredictable</p>	Evaluation	6	Synthesis	5	Analysis	4	Application	3	Understanding	2	Awareness	1	C	D	A	B	1= Knowledge	1	2	3	4	5	State Standards Addressed Standard <input checked="" type="checkbox"/> English/Language Arts <input type="checkbox"/> Math <input checked="" type="checkbox"/> Social Studies/History <input type="checkbox"/> Science <input type="checkbox"/> Second Language <input type="checkbox"/> Health <input checked="" type="checkbox"/> Career & Technology Ed <input type="checkbox"/> Humanities/Arts	Numbers <u>R3.4, LS1.7,2.5</u> <u>10.10</u> <u>_____</u> <u>_____</u> <u>_____</u> <u>D3.0</u> <u>_____</u>	SCANS Skills Addressed Basic Skills <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking Thinking Skills <input checked="" type="checkbox"/> Decision Making <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Creative Thinking <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Application of New Knowledge Personal Qualities
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Awareness	1																								
C	D																								
A	B																								
1= Knowledge	1	2	3	4	5																				

Describe the student work. What will be made, created, procured, demonstrated, or designed? Using the characters and basic setting of Lord of the Flies, students, taking on the role of characters from the novel, will enter a time warp into the 21st century with access to wireless Internet and ability to pick up a signal. They will be challenged to convert the island to a successful business enterprise. Teams will compete to propose the most profitable sports or entertainment venture.

- Responsibility
- Self Esteem
- Sociability
- Self Management
- Dependability

Special Skills

- Computer Literacy
- Interpersonal
- Safety
- Others

What the students will know (what do you want the students to know and be able to do?)	What prerequisite skills do students need?	What instructional strategy(ies) will you use to facilitate learning?	
<p>KNOWLEDGE: Learn the steps to plan a promotional campaign. APPLY advertising steps to chosen venture. SYNTHESIS: Each group will take on the role of one of the characters from the novel. Apply character traits from LOTF to chosen sports or entertainment venture. Justify chosen venture as fitting the character and appropriate for setting. ANALYSIS: Adjust promotional marketing principles to appeal to the cultural and economic situation of assigned country from the Middle East, Africa, Mexico, Latin America, and China. (SS10.10) REAL WORLD: Apply adv. steps</p>	<p>Appropriate use of the Internet; Knowledge of Lord of the Flies characters and setting; Marketing mix: personal sales, advertising, public relations, and sales promotion;</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Brainstorming <input type="checkbox"/> Community service <input checked="" type="checkbox"/> Compare and contrast <input checked="" type="checkbox"/> Cooperative learning <input type="checkbox"/> Creative learning <input type="checkbox"/> Creative arts <input type="checkbox"/> Demonstrations <input type="checkbox"/> Games <input checked="" type="checkbox"/> Group discussion <input type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Inquiry <input type="checkbox"/> Instructional technology <input type="checkbox"/> Internship <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Literature <input type="checkbox"/> Memorization <input type="checkbox"/> Note-taking/ graphic organizers <input type="checkbox"/> Presentations/exhibitions <input type="checkbox"/> Problem-based learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Project design <input checked="" type="checkbox"/> Recognition and rewards <input checked="" type="checkbox"/> Research <input type="checkbox"/> Review and re-teaching <input checked="" type="checkbox"/> Setting objectives and advance organizers <input checked="" type="checkbox"/> Simulation/role playing <input type="checkbox"/> Socratic seminar <input checked="" type="checkbox"/> Teacher questions <input type="checkbox"/> Total physical response <input type="checkbox"/> Video <input type="checkbox"/> Work-based learning <input type="checkbox"/> Writing

<p>including the economic, demographics and cultural values of the assigned country. Examine circumstances that affect the appeal of venture to the citizens of target country.</p> <p>OBJECTIVES: Describes the goals that the advertising should accomplish:</p> <ul style="list-style-type: none"> - widespread consumer awareness - persuade consumer to come to the island 	<p>Materials: Lord of the Flies Sports and Entertainment Marketing by Kaser and Oelkers</p>	<p>Activity:</p>
<p>BUDGET: Identifies the amount of money that will be spent on advertising. Consider reasonable expenditures that will create a campaign that will outdo the competition including: cost of media time, creation of ads, # of exposures, mode of media, etc.</p> <p>EXECUTION: Identify how, where, when, the ad will be placed & outcome.</p> <p>EVALUATION: Describes the tests and criteria that will determine the success or failure of the campaign.</p> <p>MULTI-LEVEL STUDENTS: Within groups, students with varying learning styles and interests will be drawn to different aspects of the project.</p>	<p>Resources:</p>	<p>Reflection:</p>

Interdisciplinary Curriculum Worksheet

Establish Student Learning

Lesson Title: Starting a Proprietorship (Sequential Unit Two/Accounting Services Pathway/Principles of Accounting)

Theme/Focus/Concept Process of starting a business owned by one person and designing the accounting system for that business; importance of keeping the business's financial information separate from personal financial information; and related vocabulary.		Time Frame: One Week (5 hours) Grade Level: 11 Contact Person(s): Neil Yeager																	
Application Model <table style="margin-left: 20px;"> <tr><td>Evaluation</td><td>6</td></tr> <tr><td>Synthesis</td><td>5</td></tr> <tr><td>Analysis</td><td>4</td></tr> <tr><td>Application</td><td>3</td></tr> <tr><td>Understanding</td><td>2</td></tr> <tr><td>Awareness</td><td>1</td></tr> </table> <div style="margin-left: 40px; text-align: center;"> <table border="1" style="border-collapse: collapse; width: 100px; height: 100px;"> <tr><td style="text-align: center; vertical-align: middle;">C</td><td style="text-align: center; vertical-align: middle;">D</td></tr> <tr><td style="text-align: center; vertical-align: middle;">A</td><td style="text-align: center; vertical-align: middle;">B</td></tr> </table> </div> <p style="margin-left: 20px;">1= Knowledge 1 2 3 4 5</p> <p>2= Apply in discipline</p> <p>3= Apply across discipline</p> <p>4= Apply to real world predictable</p> <p>5= Apply to real world unpredictable</p>	Evaluation	6	Synthesis	5	Analysis	4	Application	3	Understanding	2	Awareness	1	C	D	A	B	State Standards Addressed <u>Standard</u> <input checked="" type="checkbox"/> English/Language Arts <input checked="" type="checkbox"/> Math <input type="checkbox"/> Social Studies/History <input type="checkbox"/> Science <input type="checkbox"/> Second Language <input type="checkbox"/> Health <input checked="" type="checkbox"/> Career & Technology Ed <input type="checkbox"/> Humanities/Arts	<u>Numbers</u> <u>FS 2.2 Writing</u> <u>FS 1.1 (below)</u> _____ _____ _____ _____ <u>FAB-1.0, 2.0,</u> <u>FS 4.0</u> _____	SCANS Skills Addressed Basic Skills <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking Thinking Skills <input checked="" type="checkbox"/> Decision Making <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Creative Thinking <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Application of New Knowledge Personal Qualities
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<p>Describe the student work. What will be made, created, procured, demonstrated, or designed?</p> <p>Students will create a notebook of accounting terminology and lecture notes. Students will demonstrate their knowledge by presenting solutions to the entire class. Students will complete an exercise that places the changes in the accounting equation caused by business transactions in the appropriate columns. Students will prepare a balance sheet based on an analysis of business transactions.</p>	<input checked="" type="checkbox"/> Responsibility <input type="checkbox"/> Self Esteem <input checked="" type="checkbox"/> Sociability <input checked="" type="checkbox"/> Self Management <input type="checkbox"/> Dependability Special Skills <input checked="" type="checkbox"/> Computer Literacy <input checked="" type="checkbox"/> Interpersonal <input type="checkbox"/> Safety <input type="checkbox"/> Others
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What the students will know (what do you want the students to know and be able to do?)	What prerequisite skills do students need?	What instructional strategy(ies) will you use to facilitate learning?	
<p>The following information applies to starting a service business organized as a proprietorship.</p> <p>Know related accounting terminology.</p> <p>Understand related accounting concepts and practices.</p> <p>Demonstrate appropriate accounting procedures.</p>	<p>FS 1.1 Mathematics: Specific applications of number sense (grade seven) (1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications. (1.6) Calculate the percentage of increases and decreases of a quantity.</p> <p>Specific applications of mathematical reasoning (grade seven) (1.1) Analyze problems by identifying relationships, distinguishing relevant from irrelevant information,</p>	<input checked="" type="checkbox"/> Brainstorming <input type="checkbox"/> Community service <input type="checkbox"/> Compare and contrast <input checked="" type="checkbox"/> Cooperative learning <input type="checkbox"/> Creative learning <input type="checkbox"/> Creative arts <input checked="" type="checkbox"/> Demonstrations <input type="checkbox"/> Games <input checked="" type="checkbox"/> Group discussion <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Instructional technology <input type="checkbox"/> Internship <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Literature <input checked="" type="checkbox"/> Memorization <input checked="" type="checkbox"/> Note-taking/ graphic organizers <input type="checkbox"/> Presentations/exhibitions <input type="checkbox"/> Problem-based learning	<input type="checkbox"/> Project design <input type="checkbox"/> Recognition and rewards <input checked="" type="checkbox"/> Research <input type="checkbox"/> Review and re-teaching <input type="checkbox"/> Setting objectives and advance organizers <input type="checkbox"/> Simulation/role playing <input type="checkbox"/> Socratic seminar <input type="checkbox"/> Teacher questions <input type="checkbox"/> Total physical response <input type="checkbox"/> Video <input type="checkbox"/> Work-based learning <input checked="" type="checkbox"/> Writing

	<p>identifying missing information, sequencing and prioritizing information, and observing patterns.</p> <p>(2.1) Use estimation to verify the reasonableness of calculated results.</p> <p>(2.2) Apply strategies and results from simpler problems to more complex problems.</p> <p>(2.5) Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.</p> <p>(2.6) Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.</p> <p>FS 2.2 Writing—gr. 9-10. (2.3) Write expository compositions, including analytical essays and research reports</p> <p>FS 4.0 (4.2) Understand the</p>		
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	<p>use of technological resources to access, manipulate, and produce information, products, and services.</p>		
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Assessment • How will students show what they have learned?

Independent Practice activities will be evaluated according to a predetermined rubric.

Reasons for keeping personal and business financial records separate evaluated according to rubric.

Test knowledge of the accounting equation.

Provide definitions of applicable accounting terms.

What assessment strategies will be used?

Students will complete Independent Practice activities.

In small groups, student will discuss reasons for keeping personal and business financial records separate and work cooperatively to prepare a written report.

Teacher will display the accounting equation, then show a mathematical equation with a number omitted. Students will furnish the missing number and explain how they arrived at the answer.

Students will research and provide written definitions of accounting terms.

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<p>Activities</p> <p>What activities will the student be doing? (In addition to a step-by-step description of classroom activities, be sure to make program accommodations for students with disabilities and incorporate provisions for multi-level students.)</p> <p>Students will complete a notebook including complete sentence definitions of all terminology. All samples demonstrated by the instructor during lectures are to be copied to the notebook.</p> <p>As a group activity, students will complete a drill that classifies individual items as (1)Asset, (2)liability, (3)owner's equity. All students will agree before moving on.</p> <p>Students will complete a form that places business transactions at the appropriate place for identifying the changes in the accounting</p>	<p>Equipment, Materials, and Resources (Check all that apply)</p> <p>Equipment</p> <p><input type="checkbox"/> Power Point</p> <p><input checked="" type="checkbox"/> Word Processing</p> <p><input checked="" type="checkbox"/> Internet</p> <p><input type="checkbox"/> Camcorder</p> <p><input type="checkbox"/> Sound Resources</p> <p><input type="checkbox"/> Digital Camera</p> <p><input type="checkbox"/> Graphics</p> <p><input type="checkbox"/> Scanner</p> <p><input type="checkbox"/> Other</p>	<p>Reflection on the Performance Task(s)</p> <p>How did the process work?</p>
		<p>Date:</p>
	<p>Materials:</p> <p>Workbooks of accounting forms are preferable, but all work may be completed on binder paper or computer access.</p>	<p>Activity:</p>

<p>equation.</p> <p>New balances for each of the accounts will be computed and a Balance Sheet will be prepared.</p> <p>Written responses to short cases involving critical thinking will be completed.</p> <p>Assisting LEP Students: More advanced students who speak the same language can translate terms for less advanced students.</p>	<p>Resources:</p> <p>Internet access is preferable for completion of terminology definitions.</p> <p>Accounting textbook</p> <p>Accounting tutorial software</p>	<p>Reflection:</p>
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Interdisciplinary Curriculum Worksheet

Establish Student Learning

Lesson Title: Target Market

Theme/Focus/Concept *Marketing Sales and Service Pathway Learning Outcome Statement: Given five products, students will identify the target market for each product.		Time Frame: 50 mins Grade Level: 9-12 Contact Person(s): Echelmeier														
Application Model <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Evaluation</td> <td style="padding: 2px; text-align: right;">6</td> <td rowspan="6" style="text-align: center; vertical-align: middle;"> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black; border-top: 1px solid black; width: 80%; height: 80%; display: flex; flex-direction: column; align-items: center; justify-content: center;"> <div style="margin-bottom: 10px;">C</div> <div style="margin-bottom: 10px;">D</div> <div style="margin-bottom: 10px;">A</div> <div style="margin-bottom: 10px;">B</div> </div> </div></td> </tr> <tr> <td style="padding: 2px;">Synthesis</td> <td style="padding: 2px; text-align: right;">5</td> </tr> <tr> <td style="padding: 2px;">Analysis</td> <td style="padding: 2px; text-align: right;">4</td> </tr> <tr> <td style="padding: 2px;">Application</td> <td style="padding: 2px; text-align: right;">3</td> </tr> <tr> <td style="padding: 2px;">Understanding</td> <td style="padding: 2px; text-align: right;">2</td> </tr> <tr> <td style="padding: 2px;">Awareness</td> <td style="padding: 2px; text-align: right;">1</td> </tr> </table> <p>1= Knowledge 2= Apply in discipline 3= Apply across discipline 4= Apply to real world predictable 5= Apply to real world unpredictable</p>	Evaluation	6	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black; border-top: 1px solid black; width: 80%; height: 80%; display: flex; flex-direction: column; align-items: center; justify-content: center;"> <div style="margin-bottom: 10px;">C</div> <div style="margin-bottom: 10px;">D</div> <div style="margin-bottom: 10px;">A</div> <div style="margin-bottom: 10px;">B</div> </div> </div>	Synthesis	5	Analysis	4	Application	3	Understanding	2	Awareness	1	State Standards Addressed <u>Standard</u> <input type="checkbox"/> English/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Social Studies/History <input type="checkbox"/> Science <input type="checkbox"/> Second Language <input type="checkbox"/> Health <input checked="" type="checkbox"/> Career & Technology Ed <input type="checkbox"/> Humanities/Arts	<u>Numbers</u> <u>D3.1</u> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 2px 0;"/>	SCANS Skills Addressed Basic Skills <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking Thinking Skills <input checked="" type="checkbox"/> Decision Making <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Creative Thinking <input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Application of New Knowledge Personal Qualities
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Synthesis	5															
Analysis	4															
Application	3															
Understanding	2															
Awareness	1															

<p>Describe the student work. What will be made, created, procured, demonstrated, or designed? Students will take notes from the target market lecture/presentation Students will use white boards to respond to teacher questions (Brainstorming & Check for Understanding) Students will complete the worksheet with a partner to establish a target market for 5 different products. Students will present their answers to the class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Responsibility <input type="checkbox"/> Self Esteem <input checked="" type="checkbox"/> Sociability <input type="checkbox"/> Self Management <input type="checkbox"/> Dependability <p>Special Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Computer Literacy <input checked="" type="checkbox"/> Interpersonal <input type="checkbox"/> Safety <input type="checkbox"/> Others
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What the students will know (what do you want the students to know and be able to do?)	What prerequisite skills do students need?	What instructional strategy(ies) will you use to facilitate learning?	
<p>Definition of target market Criteria for determining a target market Identify a target market for a specific product</p>	<p>Note-taking White board response process Prior Knowledge from lecture and previous lessons</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Brainstorming <input type="checkbox"/> Community service <input checked="" type="checkbox"/> Compare and contrast <input checked="" type="checkbox"/> Cooperative learning <input type="checkbox"/> Creative learning <input type="checkbox"/> Creative arts <input type="checkbox"/> Demonstrations <input type="checkbox"/> Games <input checked="" type="checkbox"/> Group discussion <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Inquiry <input type="checkbox"/> Instructional technology <input type="checkbox"/> Internship <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Literature <input type="checkbox"/> Memorization <input checked="" type="checkbox"/> Note-taking/ graphic organizers <input type="checkbox"/> Presentations/exhibitions <input type="checkbox"/> Problem-based learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Project design <input type="checkbox"/> Recognition and rewards <input type="checkbox"/> Research <input type="checkbox"/> Review and re-teaching <input type="checkbox"/> Setting objectives and advance organizers <input type="checkbox"/> Simulation/role playing <input type="checkbox"/> Socratic seminar <input checked="" type="checkbox"/> Teacher questions <input type="checkbox"/> Total physical response <input type="checkbox"/> Video <input type="checkbox"/> Work-based learning <input checked="" type="checkbox"/> Writing

Assessment • How will students show what they have learned?

Notes, Oral and written answers to teacher questions(use of white boards), completion of target market worksheet(Cooperative)

What assessment strategies will be used?

Teacher will walk around the room to check notes. Students will respond orally and on the white boards. Students will complete a worksheet that will be graded with a rubric.

Activities

What activities will the student be doing?
(In addition to a step-by-step description of classroom activities, be sure to make program accommodations for students with disabilities and incorporate provisions for multi-level students.)

Students will be asked to take out a pen or pencil and their notebook.

Equipment, Materials, and Resources
(Check all that apply)

Equipment

- Power Point
- Word Processing
- Internet
- Camcorder
- Sound Resources
- Digital Camera
- Graphics

Reflection on the Performance Task(s)

How did the process work?

<p>Teacher will begin the PowerPoint presentation and lecture while the students take notes.(Teacher will walk around the room to check student notes)</p> <p>Students will participate in a class discussion about the importance of and process of determining a target market.(Teacher uses classroom white board to model next task and record student answers)</p> <p>Students will use the class sets of white boards to respond to the teachers questions regarding target market.</p> <p>Using popcicle sticks with each students name on them, students will be assigned a partner.</p> <p>Teacher will pass out the worksheet.</p> <p>Students will complete their worksheet w/ their partner.</p> <p>Accomedations- PowerPoint Presentation (visual w/ graphics) Print out of presentation handed out.</p> <p>Vocabulary list.</p>	<input type="checkbox"/> Scanner <input type="checkbox"/> Other	Date:
	Materials: PowerPoint Presentation, Laptop, InFocus, White boards, Paper, Pen/Pencil, Worksheets	Activity:
	Resources: Textbook South-Western-Introduction to Business © 2000 Marketing workbook South-Western-Business 2000 Marketing © 2003 Websites Knowthis.com	Reflection: