NLMUSD Model Integration Technology Pilot

Technology Integration Unit/Lesson Plan Template (modified from MTS Lesson Plan Template)

Lesson title: Business Plans
Name: Kim Perry
Subject area: Business
Grade level: 9-12
Time frame: 7 Days

Brief lesson/unit Summary/Description

Students have been studying the concepts of Company Operations and the specific elements that help a company run smoothly. Students are introduced to the concept of Management and read an article called Management 101. They are then allowed to either choose a partner, or can work by themselves, and will create a presentation that they would use if they were to "Teach" management to a group of co-workers. Students will then present to the class.

State Content Standard/Benchmark addressed http://www.cde.ca.gov/be/st/ss/index.asp

Common Core Standard –

2.0 Communications
Acquire and accurately use Business and Finance sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

California Career Technical Education Model Curriculum Standards

A1.2   Analyze management theories and their application within the business environment.
A1.3   Develop personal management skills to function effectively, efficiently, and collaboratively in a business environment.
A3.2   Describe management's role in demonstrating leadership, motivating employees, resolving conflict, addressing stress, and recognizing formal and informal employee groups.

(2.6) Deliver multimedia presentations:
    Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
    Select an appropriate medium for each element of the presentation.
    Use the selected media skillfully, editing appropriately and monitoring for quality.
    Test the audience's response and revise the presentation accordingly.

Educational Technology Standard/Benchmark addressed http://www.iste.org/standards.aspx

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

21st Century Skill(s)/Theme(s) addressed http://www.p21.org/route21/index.php

Information Literacy
Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information
- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources

Integration into NLMUSD Curriculum Maps (If applicable in Language arts or Math)

Students will understand (lesson/unit objectives):

Students will be able to identify all the various aspects of proper workplace management and the skills necessary to being an effective manager. Students will also be able to create a visual component of their management research which they will present in a professional manner.

Essential Questions to guide this unit/lesson and focus teaching and learning:

What is management? What do managers do? How do I manage? What are the skills necessary to be an effective manager?

Technology & Web 2.0 resources needed (hardware and software, websites)

MS Word, Power Point or Prezi, Edmodo, and various other sites needed for research.

Procedure (learning activities)/ lessons of unit

1. Students will learn about Business Operations, including Management, Marketing, and Finance.
2. Students will read an article called "Management 101."
3. Students will understand the concept of proper management skills.
4. Students will either work alone or with a partner.
5. Over 4 days, students will be creating a lesson on Management using various resources off of the Internet.
6. Students will create a presentation, using either Power Point or Prezi, in which they will "Teach" their coworkers how to be a proper manager.
8. Students will present to the class.

Assessment Method

The projects will be assessed using a rubric.

Notes: *(this area may list accommodations, differentiation, as well as other key information that may not fit into the categories above)*