

## JMMS Daily Lesson Plan for Connections

<b>Teacher :</b>  <b>Ms. Jackson</b>	
<b>Course/ Subject:</b>  <b>Business Management</b>	
<b>Date of Instruction:</b>  	
<p><b>Opening (I Do)</b> An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. <b>TKES 1, 2, 3,4,5, 8,10</b></p>	<b>Standard/s:</b>  <p style="text-align: center;"><b>MS-BMF-FBM-4</b></p>
	<b>Learning Target:</b>  Understand basic business ideas that affect fundamental business decisions such as the feasibility of a business and its legal form of business ownership.
	<b>Success Criteria:</b>  <ol style="list-style-type: none"> <li>1. To examine the steps to the process of becoming a business owner.</li> <li>2. To differentiate the various types of business ownership.</li> <li>3. To illustrate the financial and registration procedures of being a business owner.</li> <li>4. Compare and contrast legal forms of business (including sole proprietorship, partnership, limited liability corporation, and corporation)</li> <li>5. Compare and contrast intellectual property in the following areas -- copyright, trademark, and patents -- as it relates to products and branding development</li> </ol>
	<b>Introduction/Connection:</b>  This presentation will allow students to compare different forms of business ownership including proprietorship, partnership, corporation and franchise. It will also give students insight into how businesses are registered and the steps necessary in order to register. Lastly, the presentation will show how each type of ownership comes with separate benefits and drawbacks.
	<b>DIRECT INSTRUCTION:</b>  Hand out the Business Ownership & Registration Vocabulary Handout which should be used as reference material during the presentation. Show slides 1 to 12 of the Types of Business Ownership segment. Open a class discussion about the types of business ownership and get students opinions about the type of business they might want to start. Have students begin the Partnership Activity.

<p><b>Work Period (We Do, You Do)</b>  Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. Measuring and monitoring progress towards mastery of success criteria through formative assessment.  <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>	<p><b>GUIDED PRACTICE:</b>  Remind students to continue using the Vocabulary Handout as reference materials. Show slides 13 to 23 of the Types of Business Ownership segment. Students should complete the corresponding Assessment. Students should continue working on their Activities.</p> <hr/> <p><b>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</b>  Remind students to continue using the Vocabulary Handout as reference materials. Show slides 24 to 42 of the Funding a Business segment. Students should continue working on their Activity.</p> <p>Remind students to continue using the Vocabulary Handout as reference materials. Show slides 43 to 62 of the Funding a Business segment. Students should complete the corresponding Assessment.</p> <p><b>LITERACY STRATEGY:</b></p>
<p><b>Closing (We Check)</b>  Describe the instructional process that will be used to close the lesson and check for student understanding .  <b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<p><b>SUMMARIZE/FORMATIVE ASSESSMENT:</b>  Begin class by showing the Protecting a Business segment. Students should complete the corresponding Assessment. Have students begin the Business Ownership Activity. Distribute the Business Registration Process Project for students to begin as homework</p>