JMMS Daily Lesson Plan for Connections

Teacher : **Ms. Jackson**	
Course/ Subject: **Foundations of Business Administration**	
Date of Instruction: **MS-BMF-FBA-2**	
Opening (I Do) 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. **TKES 1, 2, 3,4,5, 8,10**	**Standard/s:** **MS-BMF-FBA-2** Demonstrate functional understanding of technology concepts, systems, and their interactivity.
	Learning Target: I am learning to Trace the evolution of the computer I will learn to Apply concepts of file management I can differentiate among the types of computers, computer systems and their purposes. I can Organize and managing files and folders; including backing up files To provide students with the basic knowledge of the configuration, operation and maintenance of computers. Demonstrate functional understanding of technology concepts, systems, and their interactivity.
	Success Criteria: Students will be able to describe early calculating devices, generations of computers, future of computers, types of computers, characteristics of computers.

	Distinguish between the different types, uses, and purposes for computer memory, data storage, operating systems, application software, Internet and related applications.
	Introduction/Connection: This program begins by discussing different types of computers and then guides students to explore computer hardware, such as input and output devices, internal components and storage devices. The presentation includes the processes of creating, installing, and updating software, as well as providing solutions to software installation problems. Furthermore, students gain knowledge of how to select, set up and maintain a computer.
	DIRECT INSTRUCTION: Begin class by handing out the Introduction to Computers Vocabulary Handout, Student Handouts and Worksheet. Instruct students to use these handouts as references and fill in the Worksheet as the production is viewed. Show the Introduction, Types of Computers and Computer Hardware segments. After viewing the segments, have students complete the Internal Components Activity. If student licenses have been purchased, an interactive version of this Activity is available in the "Interactive Activities" section. Instruct students to start the Special Input & Output Devices Project.
Work Period (We Do, You Do) 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. **TKES 1, 2, 3, 4, 5, 7. 8,10**	**GUIDED PRACTICE:** Remind students to use the Vocabulary Handout and Worksheet as references. Show the Computer Software segment. Instruct students to complete the Software Application Activity. Provide students with instructions for the Ergonomics for Computer Users Project and the Computer Selection Project. Allow students to choose one of these Projects to work on at home.
	INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION: Distribute the Introduction to Computers Assessment and allow time for students to complete it. Students should share their findings from the Computer Security Activity with the class. **LITERACY STRATEGY:**

	Socratic seminar Students ask questions of one another about an essential question, topic, or selected text. The questions initiate a conversation that continues with a series of responses and additional questions. Students learn to formulate questions that address issues to facilitate their own discussion and arrive at a new understanding.
Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding . **TKES : 1,2,3, 4,5,6,7,8**	**SUMMARIZE/FORMATIVE ASSESSMENT:** **Socratic seminar** Students ask questions of one another about an essential question, topic, or selected text. The questions initiate a conversation that continues with a series of responses and additional questions. Students learn to formulate questions that address issues to facilitate their own discussion and arrive at a new understanding.