

JMMS Daily Lesson Plan for Connections

Teacher : Ms. Jackson	
Course/ Subject: Business Administration	
Date of Instruction:	
<p>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</p>	<p>Standard/s:</p> <p>MS-BMF-FBA-3, MS-BMF-FBA-5</p> <hr/> <p>Learning Target:</p> <p>Apply technology as a tool to increase productivity to create, edit, and publish industry appropriate documents.</p> <p>Differentiate between appropriate technology uses</p> <p>Discuss and explain responsible uses of technology and the consequences for choosing to participate in illegal activities</p> <p>Define cyberbullying</p> <p>Define Digital Netiquette</p> <p>Investigate the risks and practice safe, legal, ethical, and responsible use of technology and the Internet.</p> <p>Apply concepts of effective business communications to relationships as well as documents and correspondence.</p> <p>To provide an understanding of when to use a business letter or memo in a work environment and what the document should contain.</p> <hr/> <p>Success Criteria:</p> <p>2.1 Practice respectful and responsible use of technology.</p> <p>2.2 Demonstrate ethical and legal actions with regards to plagiarism, fair use, and copyright laws.</p> <p>2.3 Execute efficient online searches for specific and credible resources.</p> <p>2.4 Model the ability to work independently and as a team member.</p> <p>2.5 Demonstrate time-management and organizational skills to complete tasks in allotted time.</p> <p>2.6 State how changes in technology affect the workplace and society.</p> <p>a. Social media, cell phones, tablets, cloud computing, operating systems, and other emerging technologies.</p> <p>2.7 Apply good design principles to create professional appearing and functioning business documents.</p> <p>2.8 Compare and contrast technology tools' uses for efficiency in business.</p> <p>2.9 Apply practices that deter, detect, and defend against identity theft for business and personal safety.</p> <p>2.10 Utilize technology in a variety of ways while solving business problems.</p> <p>5.1 Identify and create personal and business correspondence which displays clarity, professionalism, relevancy, and confidentiality.</p>

	<p>5.2 Compose written correspondence, such as business letters, memos, and electronic mail, using appropriate business professional formats.</p> <p>a. Utilize the appropriate software, such as word processing and electronic mail programs.</p> <p>5.3 Practice and exhibit active listening techniques. 5.4 Demonstrate the concepts of collaboration with peers as they relate to successful communication, both personally and professionally. 5.5 Display appropriate and professional techniques in public speaking as well as in written and nonverbal communications.</p> <p>Introduction/Connection:</p> <p>Goal: To describe ethical and safety issues on the Internet and provide strategies and tactics to effectively address those issues.</p> <p>Description: The Internet has become an important tool in everyday life. While enjoying the convenience of the Internet, one should also be aware of the ethical and safety issues online. This presentation discusses the potential dangers and hazards of the Internet and provides skills to prevent and respond to these issues.</p> <p>DIRECT INSTRUCTION:</p> <p>Objectives: 1. To illustrate the issue of cyberbullying 2. To provide skills to respond to cyberbullying 3. To discuss the issue and provide skills to deter online predators 4. To illustrate the issue of sexting 5. To describe computer viruses and provide skills to avoid them 6. To state the issues and provide skills to deter identity theft 7. To demonstrate the security components in a network 8. To explain copyright law and address the issue of plagiarism</p>
<p>Work Period (We Do, You Do)</p> <p>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</p>	<p>GUIDED PRACTICE:</p> <p>Begin the class by distributing the Vocabulary Handout, Worksheet and Legal & Ethical Guidelines for Personal & Corporate Use Student Handout for students to use as reference materials. Show the Cyberbullying & Social Media segment. Complete the Words Matter Activity. Allow time for students to complete the Assessment.</p> <p>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</p> <p>Show the Cyberbullying & Prevention segment. Remind students to use the Vocabulary Handout and Worksheet as references. Instruct students to start the Stop Cyberbullying Project. Allow time for students to complete the Assessment.</p> <p>Show the Online Predators & Safety segment. Remind students to use the Vocabulary Handout and Worksheet as references. Instruct students to complete the What Did They Do Wrong? Activity. Allow time for students to complete the Assessment.</p> <p>Show the Cell Phone Safety segment. Remind students to use the Vocabulary Handout and Worksheet as references. Instruct students to start the Sexting Cases Project. Allow time for students to complete the Assessment.</p> <p>LITERACY STRATEGY:</p> <p>ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>

<p>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</p>	<p>SUMMARIZE/FORMATIVE ASSESSMENT:</p> <p>Have students complete the Final Assessment. Students will present their projects and turn in their essays.</p>
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