

# Unit 6

## That's My Business

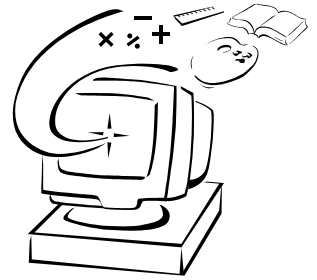


### Activity 6.1

## Unit Activities by Class Periods

Weeks 1-3	Unit 1 Activities				
Week 4 - 6	Unit 2 Activities				
Weeks 7-9	Unit 3 Activities				
Weeks 10-12	Unit 4 Activities				
Weeks 13-15	Unit 5 Activities				
Week 16	6	6	6	6	6
Week 17	6	6	6	6	6
Week 18	6	6	6	6	6

# 6 Unit 6: That's My Business!



## Unit Overview

In this culminating Unit students will apply all of the skills they have acquired throughout the semester in order to promote a small business of their own design

## The “Essential Questions” Of This Unit

- How will you promote your new Business in your community?
- What skills did you develop this semester (typing, graphic manipulation, Internet research, etc.)
- Out of the skills you learned this semester, which ones are best suited to solve the problem?

## Unit Description

Students will first choose whether they wish to complete this Unit individually or in a group. Students will be given the opportunity to do either. Then they will decide which business they would like to have and promote from the following choices: T-Shirt Company, Video Game Company, or Party Production company.

Students will be given much more freedom and leeway in choosing their own activities in order to address the prompt than in previous units. Thus, it is imperative that the teacher take an active role in providing direction and motivation to those students who need it, while at the same time allowing self-directed students the creative freedom to pursue their own plans.

## Unit Activities

1. Unit Introduction
  - 1.1. Students are given prompt
  - 1.2. Students and teacher create a Big6 Graphic Organizer
  - 1.3. Students choose whether to work individually or in groups
  - 1.4. Students decide on a business
2. Unit Planning
  - 2.1. Students reflect and evaluate strengths and weaknesses (Student Reflection handout)
  - 2.2. Students create timeline and plan of action
  - 2.3. Students in groups delegate responsibilities
  - 2.4. Students and teacher come to agreement on daily, weekly, and unit evaluation expectations and create the appropriate rubric

## **Introduction**

In this unit, students will use a variety of skills acquired in units one through five in order to solve the problem “How will you promote your new Business in your community?” Students will be self-directed and required to organize their own plan of action, including timelines, activities, and products. The teacher and students will work together in deciding on evaluation tools and the appropriate pacing of the activities that the students decide to do. Teachers may also need to provide additional structure and motivation to those students who have a difficult time forming a plan of action.

## **Teacher Resources**

Knowledge of:

- Creating, opening, modifying, and saving documents using program specific tools for MS Word, MS Excel, MS Access, MS Power Point, Macromedia Dreamweaver, and Macromedia Fireworks MX.
- Knowledge of each student’s strengths and weaknesses

Materials:

- Student Reflection handout
- Big6 Graphic Organizer
- Resources from previous units as needed

## **LOTI**

- Level ..... 4b
- Category –Integration (routine)
- Description - Teachers can readily create integrated units with little intervention from outside resources. Technology-based tools are easily and routinely integrated, providing a rich context for students’ understanding of the pertinent concepts, themes, and processes. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems relating to an overall theme/concept.

## **Activity Objectives**

- ✓ Use previously acquired skills to address the prompt “How will you promote your new Business in your community?”
- ✓ Organize materials and tasks independently
- ✓ Work effectively in groups by delegating responsibilities and holding each other accountable

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### Motivate and Engage

Show previous examples of quality student work (including the best examples of the specific class period's work from earlier units). Encourage students by emphasizing the skills they have learned and can now apply to this new task.

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## Instructional Procedures

	Classroom Activities	Classroom Discussion
<b>Admin Tasks</b>	<ul style="list-style-type: none"><li>• Organize and prepare examples of each period's best work, including samples of each type of activity, i.e. word document, spreadsheet, database, power point, graphics, and website</li><li>• Organize and prepare previous unit materials for quick and easy access should they be needed by students</li><li>• Make copies of Student Reflection handout</li><li>• Copy Smiley Evaluations for students who wish to use them in conjunction with Student Reflection handout</li><li>• Make copies of Big6 Graphic Organizer</li></ul>	

Teacher Notes -

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	Classroom Activities	Classroom Discussion
<b>Teacher Tasks</b>	<ul style="list-style-type: none"> <li>• Go over prompt and discuss expectations:  Students are expected to promote their business using a variety of skills they have acquired in units 1-5. Students will be self-directed and expected to plan a course of action, develop a timeline with appropriate pacing (with teacher assistance if needed), delegate responsibilities among group members (if in a group), monitor and evaluate their daily progress, and produce products of their own choosing.</li> <li>• Have students decide whether to work in groups or individually</li> <li>• Review semester activities and products as discussing student strengths and weaknesses</li> <li>• Have students complete Student Reflection handout</li> <li>• Copy Smiley Evaluations for students who wish to use them in conjunction with Student Reflection handout</li> <li>• Have students plan how to solve the problem by creating a plan of action, which will include a Big6 Graphic Organizer, a timeline, group roles and responsibilities (if a group activity), and a rubric for evaluation</li> <li>• Have students solve the problem! Monitor and assist as needed</li> </ul>	<ul style="list-style-type: none"> <li>• How will you promote your new Business in your community?"</li> <li>• Can you do a better job promoting your company individually or in a group?</li> <li>• What did we do in Units 1-5?</li> <li>• What were our products?</li> <li>• Were you good at the roles you were assigned?</li> <li>• What skills did you develop over the semester (typing, graphic manipulation, Internet research, leadership, etc.)?</li> <li>• Which skills do you think are your strengths and which one are your weaknesses?</li> <li>• Which skills will best help you solve your problem and how can you incorporate them into activities?</li> </ul>

# Activity 6.1 That's My Business!

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	Classroom Activities	Classroom Discussion
<b>Student Tasks</b>	<ul style="list-style-type: none"> <li>• Go over prompt and discuss expectations:  Students are expected to promote their business using a variety of skills they have acquired in units 1-5. Students will be self-directed and expected to plan a course of action, develop a timeline with appropriate pacing (with teacher assistance if needed), delegate responsibilities among group members (if in a group), monitor and evaluate their daily progress, and produce products of their own choosing.</li> <li>• Decide whether to work in groups or individually</li> <li>• Review semester activities and products as discussing your strengths and weaknesses</li> <li>• Complete Student Reflection handout</li> <li>• Plan how to solve the problem by creating a plan of action, which will include a Big6 Graphic Organizer, a timeline, group roles and responsibilities (if a group activity), and a rubric for evaluation</li> <li>• Solve the problem! Ask for help as needed</li> </ul>	<ul style="list-style-type: none"> <li>• How will you promote your new Business in your community?"</li> <li>• Can you do a better job promoting your company individually or in a group?</li> <li>• What did we do in Units 1-5?</li> <li>• What were our products?</li> <li>• Were you good at the roles you were assigned?</li> <li>• What skills did you develop over the semester (typing, graphic manipulation, Internet research, leadership, etc.)?</li> <li>• Which skills do you think are your strengths and which one are your weaknesses?</li> <li>• Which skills will best help you solve your problem and how can you incorporate them into activities?</li> </ul>

# Activity 6.1 That's My Business!

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	Classroom Activities	Classroom Discussion
<b>TEKS*</b>	<p><b>TEKS 1 (Foundations)</b> The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections.</p> <ul style="list-style-type: none"> <li>A. demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;</li> <li>C. demonstrate the ability to select and use software for a defined task according to quality, appropriateness, effectiveness, and efficiency;</li> <li>E. use technology terminology appropriate to the task;</li> <li>F. perform basic software application functions including, but not limited to, opening an application program and creating, modifying, printing, and saving documents;</li> </ul> <p><b>TEKS 2 (Foundations)</b> The student uses data input skills appropriate to the task.</p> <ul style="list-style-type: none"> <li>A. demonstrate proficiency in the use of a variety of input devices such as mouse/track pad, keyboard, microphone, digital camera, printer, scanner, disk/disc, modem, CD-ROM, or joystick;</li> <li>B. demonstrate keyboarding proficiency in technique and posture while building speed;</li> </ul> <p><b>TEKS 4 (Information acquisition)</b> The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision.</p> <ul style="list-style-type: none"> <li>A. use strategies to locate and acquire desired information on LANs and WANs, including the Internet, intranet, and collaborative software; and</li> <li>B. apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies.</li> </ul>	

\* specific TEKS used depend upon student-directed activities

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	Classroom Activities	Classroom Discussion
<b>TEKS*</b>	<p><b>TEKS 5 (Information acquisition)</b> The student acquires electronic information in a variety of formats, with appropriate supervision.</p> <p>A. identify, create, and use files in various formats such as text, bitmapped/vector graphics, image, video, and audio files;</p> <p><b>TEKS 7 (Solving problems)</b> The student uses appropriate computer-based productivity tools to create and modify solutions to problems.</p> <p>A. plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings;</p> <p>B. create and edit spreadsheet documents using all data types, formulas and functions, and chart information;</p> <p>C. plan, create, and edit databases by defining fields, entering data, and designing layouts appropriate for reporting;</p> <p>D. demonstrate proficiency in the use of multimedia authoring programs by creating linear or non-linear projects incorporating text, audio, video, and graphics;</p> <p>E. create a document using desktop publishing techniques including, but not limited to, the creation of multi-column or multi-section documents with a variety of text-wrapped frame formats;</p> <p>F. differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications;</p> <p>G. integrate two or more productivity tools into a document including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge;</p>	

\* specific TEKS used depend upon student-directed activities

# Activity 6.1 That's My Business!

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	Classroom Activities	Classroom Discussion
<b>TEKS*</b>	<p><b>TEKS 8 (Solving problems)</b> The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. D. use technology in self-directed activities by sharing products for defined audiences; and</p> <p><b>TEKS 9 (Solving problems)</b> The student uses technology applications to facilitate evaluation of work, both process and product. A. design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product; and B. resolve information conflicts and validate information through research and comparison of data.</p> <p><b>TEKS 10 (Communication)</b> The student formats digital information for appropriate and effective communication. A. use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports; D. demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate; and</p> <p><b>TEKS 11 (Communication)</b> The student delivers the product electronically in a variety of media, with appropriate supervision. A. publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video; B. design and create interdisciplinary multimedia presentations for defined audiences including audio, video, text, and graphics; and</p>	

\* specific TEKS used depend upon student-directed activities

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	Classroom Activities	Classroom Discussion
<b>TEKS*</b>	<p><b>TEKS 12 (Communication)</b> The student uses technology applications to facilitate evaluation of communication, both process and product.</p> <p>B. determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience, demonstrating that process and product can be evaluated using established criteria or rubrics;</p> <p>D. evaluate the product for relevance to the assignment or task.</p>	

\* specific TEKS used depend upon student-directed activities

Teacher Notes -

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### Extension

Students may work individually throughout this unit. Pacing and required content may be increased for students who need additional challenge.

*Materials*



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# Activity 6.1 That's My Business!

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## Materials Student Reflection

Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

List the roles and products you had for the previous unit and rank them.

### Unit 1 Our Spurs Franchise

Product:	Student Information Database (MS Access)				
My Role:	_____ Captain	_____ Secretary	_____ Data-Entry Clerk		
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Spurs Summary (MS Word)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	NBA Players Spreadsheet (MS Excel)				
My Role:	_____ Scout	_____ Accountant			
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Public Relations Release (MS Word)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	T-Shirt Graphic (Macromedia Fireworks MX)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

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## Materials

Product:	T-Shirt Advertisement (MS Word)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Spurs Social Advertisement (MS Word)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

### Unit 2 School Cafeteria

Product:	Food Pyramid Graphic (Macromedia Fireworks MX)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Compare/Contrast (MS Word)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Food Database (MS Access)				
My Role:	_____Researcher				_____Data-Entry Clerk
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Food Preferences Survey (MS Excel)				
My Role:	_____Researcher				_____Data-Entry Clerk
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

# Activity 6.1 That's My Business!

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## Materials

Product:	Modified Food Database (MS Access)				
My Role:	_____Researcher		_____Data-Entry Clerk		
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Purchase Order (MS Excel)				
My Role:	_____Researcher		_____Data-Entry Clerk		
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Web Menu (Macromedia Dreamweaver)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Food Advertisement (Macromedia Fireworks MX)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

### Unit 3 Your Future Self

Product:	Socioeconomic Flow Chart handout				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Personal Budget Spreadsheet (MS Excel)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

# Activity 6.1 That's My Business!

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Product:	Job Search Spreadsheet (Ms Excel)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	City Research Comparisons (Ms Word)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Business Cards (MS Word)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	College Search Spreadsheet (MS Excel)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	My Life Power Point Presentation (MS Power Point)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

### Unit 4 Student Created Magazine

Product:	Magazine Definitions (Internet Research)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

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## Materials

Product:	Resume (MS Word)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Initial Table of Contents (MS Word)				
My Role:	_____Editor				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Reporter's Questions (MS Word)				
My Role:	_____Reporter				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Magazine Logo and Cover Graphic (Macromedia Fireworks MX)				
My Role:	_____Graphic Designer				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Articles (MS Word)				
My Role:	_____Reporter				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Article Graphics (Macromedia Fireworks MX)				
My Role:	_____Graphic Designer				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Magazine! (Ms Word)				
My Role:	_____Editor	_____Reporter	_____Graphic Designer		
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

# Activity 6.1 That's My Business!

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## Materials

Product:	Website (Macromedia Dreamweaver)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

### Unit 5 Ice Cream You Scream

Product:	Ice Cream Vocabulary handout (Internet research)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Business Vocabulary handout (Internet research)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	History of Ice Cream handout (Internet research)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Ice Cream Survey (MS Word and MS Excel)				
My Role:	_____Vice-President	_____Assistant 1	_____Assistant 2		
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Company Biography MS Word				
My Role:	_____CEO	_____Assistant 1	_____Assistant 2		
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

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## Materials

Company Business Cards (MS Word and Macromedia Fireworks MX)					
My Role:	_____CEO	_____Assistant 1	_____Assistant 2		
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Ice Cream Graphic Pint (Macromedia Fireworks MX)				
My Role:	Vice President of Marketing				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Ice Cream Graphic Gallon (Macromedia Fireworks MX)				
My Role:	Assistant 1				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Ice Cream Clothing (Macromedia Fireworks MX)				
My Role:	Assistant 2				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Company Banner (Macromedia Flash MX and Macromedia Fireworks MX)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

Product:	Company Website (Macromedia Dreamweaver MX)				
My Role:	NA (Individual Work)				
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

# Activity 6.1 That's My Business!

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## Materials

Product:	Ice Cream!				
My Role:	_____Assistant 1	_____Assistant 2	_____Assistant 3		
Circle Ranking:	Great!	Good	OK	Didn't Like	Absent (?)

# Activity 6.1 That's My Business!

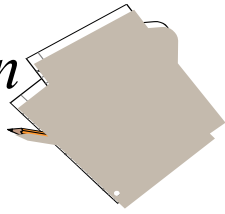
3 weeks

## Materials

Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

Super 3	Big6		Notes
<b>1. Plan</b>	I. Task Definition	a. What is the information problem? b. What information is needed to solve the problem?	
	II. Information Seeking Strategies	a. What are all the possible sources of information needed? b. Which of the sources are the best?	
<b>2. Do</b>	III. Location & Access	a. Where can you actually get or find the information sources? b. How will you get to the information?	
	IV. Use of Information	a. How will you review the information? b. How will you take notes on the information?	
	V. Synthesis	a. How will you put the notes and ideas together? b. How will you present the information you have gathered?	
<b>3. Review</b>	VI. Evaluation	a. How well did your product match the requirements set for the assignment? b. What did you learn—and how can you improve—the process you went through to solve the information problem?	




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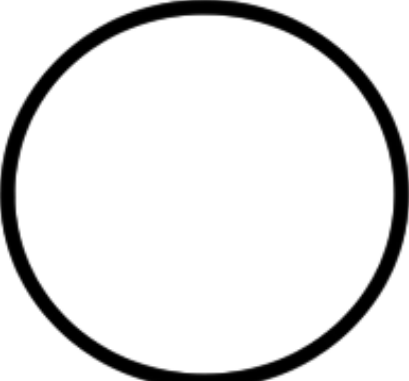
# Activity 6.1 That's My Business!

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## Evaluation Smiley Evaluations

**How do you really feel?** 


Directions: Did you like today's assignment? Did you find it too exciting or too boring? Draw your feelings toward today's lesson in the circle to the right. Write any additional comments on the lines below.



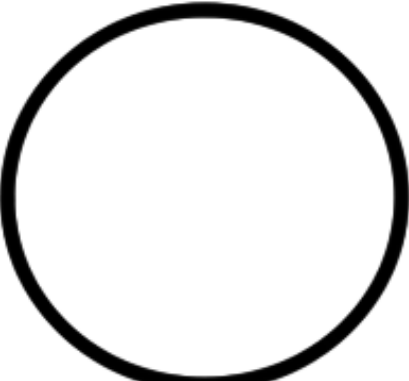
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**How do you really feel?** 


Directions: Did you like today's assignment? Did you find it too exciting or too boring? Draw your feelings toward today's lesson in the circle to the right. Write any additional comments on the lines below.



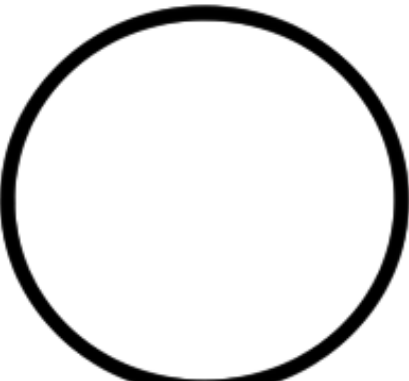
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**How do you really feel?** 

Directions: Did you like today's assignment? Did you find it too exciting or too boring? Draw your feelings toward today's lesson in the circle to the right. Write any additional comments on the lines below.



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