| Date: March 21-25, 2016 | Grade: 7 | Subject: Tech Ed |
|---|---|---|

**CCGPS:** MSBCS-BCSll-1, MSBCS-BCSll-4, MKT-EN-1, MKT-EN-2

**Knowledge and Skills:** Students will demonstrate appropriate keyboarding techniques while working toward proficiency in speed and accuracy. Students will apply prior knowledge of entrepreneurial performance/business ownership to start a fictitious business.

**I can...** utilize word processing software to develop a business plan. I can identify and apply fundamental concepts of successful entrepreneurship. I can practice keystrokes while concentrating on accuracy and speed.

**Activating Learning Strategies:**

| | | |
|---|---|---|
| ___ LINK | ___ Structured Notes | ___ 5-3-1 |
| X KWL | ___ Possible Sentence | X Think-Pair-Share |
| ___ Survey | ___ Concept Map | X Vocab. Overview |
| ___ First Word | ___ Frayer Model | X Brainstorm |
| ___ Word Map | X Anticipation Guide | ___ Brainstorm & Category |
| ___ Word Splash | ___ Draw and Picture | ___ Circle Map |
| ___ KWL Plus | ___ Directed Rdg/Thinking Act | ___ Other _____ |

**Cognitive Teaching Strategies (the actual lesson):**

| | | |
|---|---|---|
| X Lecture | X Graphic Organizer | ___ Poems, Rhymes, Lyrics |
| X Reading | ___ Pictograph | ___ Acronyms/Word Links |
| X Model | ___ Diagram | X Hands-on |
| ___ Mind Map | ___ Visual Chain | |
| ___ Other | | |

**Procedural Content – Application / Activity**

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Daily Warm-up: Typing Web<br><br>Class Project Review (Think-Pair-Share) | Daily Warm-up: Typing Web<br><br>Start a Business Project (Intro/rubric) | Daily Warm-up: Typing Web<br><br>Start a Business Project | Daily Warm-up: Typing Web<br><br>Start a Business Project | Daily Warm-up: Typing Web<br><br>Keyboarding Activity (Type Boggling) |

**Reteaching, Enrichment, Acceleration:** Students will do keying exercises everyday using proper technique. Students will advance according to readiness. Anchor activities will be available for early finishers.

**Assessment:**

| | |
|---|---|
| X Rubric | X Questioning |
| ___ Other | X Informal |
| ___ foldable | (Observational |
| X Summative | checklist) |
| X Formative | |

**Differentiation:** Differentiation provided for those who need assistance with internet. Teacher will provide scaffolding and extra time as needed (IEP and 504 Plans).

**Summarizing:**

| X Ticket Out the Door | ___ Study Cards | ___ 3-2-1 | ___ + - Interesting | ___ Pass out of class |
|---|---|---|---|---|
| ___ The Important Thing | X Exit Cards | ___ Learning Log | X Teacher Questions | ___ Other _____ |

**Extending and Refining:**

| | | | |
|---|---|---|---|
| X Cause and Effect | X Compare and Contrast | ___ Analyzing | ___ Inductive Reasoning |
| ___ Classifying | ___ Writing Prompt | X Error Analysis | ___ Deductive Reasoning |
| ___ Abstracting | ___ Constructing Support | ___ Other | |