

	<b>Weekly Lesson Plans</b>	<b>Mr. Rob Donatelli</b>	<b>Week of: 11/3/14</b>	<b>Room: 308</b>
<b>Class</b>	<b>Accounting I</b>	<b>Sales/Entrepreneurship</b>	<b>Life Skills in Business Twice A Week</b>	<b>Internet &amp; Web Page Design Twice A Week</b>
<b><u>Monday</u></b>	<p><b><u>Weekly Objectives:</u></b> I can:</p> <ul style="list-style-type: none"> <li>-Identify accounting concepts and practices related to using a checking account.</li> <li>-Prepare business papers related to using a checking account.</li> <li>-Reconcile a bank statement.</li> <li>-Correctly record business entries into a checkbook.</li> <li>-Journalize dishonored checks and electronic banking transactions.</li> <li>-Establish a petty cash fund.</li> </ul> <p><b><u>Relevancy:</u></b></p> <ul style="list-style-type: none"> <li>-Students will learn how about how checking accounts work, how to write checks, maintain accurate records, and how to reconcile a bank statement.</li> </ul> <p><b><u>Anti-Set:</u></b></p> <ul style="list-style-type: none"> <li>-Walk across the room warm-up.</li> </ul> <p><b><u>Procedure:</u></b></p> <ul style="list-style-type: none"> <li>-Lesson 5-3 notes: Dishonored checks and electronic banking.</li> <li>-Lessons 5-4 notes: Petty cash.</li> <li>-Aplia 5-3/5-4 work together and on own.</li> </ul> <p><b><u>Weekly Assessments:</u></b></p> <ul style="list-style-type: none"> <li>-Class participation, discussions, warm-ups.</li> <li>-Chp 5. Aplia: 20 points.</li> <li>-Chp 5. Test: 44 points.</li> <li>-Banking webquest: 10 points.</li> </ul>	<p><b><u>Weekly Objectives:</u></b> I can:</p> <ul style="list-style-type: none"> <li>-Work cooperatively and collaborate within a group.</li> <li>-Research a competitor for my business and write a competitor analysis about them.</li> <li>-Research the industry I am trying to start a business in and write a detailed description of it.</li> <li>-Identify and discuss whether or not certain start-ups will be successful through the show Shark Tank.</li> </ul> <p><b><u>Relevancy:</u></b></p> <ul style="list-style-type: none"> <li>-Students will work in their teams to begin creating their business plans. Their focus will be on the competitor/industry analysis sections.</li> </ul> <p><b><u>Anti-Set:</u></b></p> <p><b><u>Procedure:</u></b></p> <ul style="list-style-type: none"> <li>-Students are to finish their competitor analysis paragraphs and charts. 8 points.</li> <li>-When done, students are to begin working on the industry analysis section of the business plan.</li> </ul> <p><b><u>Weekly Assessments:</u></b></p> <ul style="list-style-type: none"> <li>-Class participation, notes, teamwork, discussions, warm-ups.</li> <li>-Competitor analysis: 8 points.</li> <li>-Industry analysis: 8 points.</li> <li>-Shark tank reflection: 4 points.</li> </ul>	<p><b><u>Day 1</u></b></p> <p><b><u>Weekly Objectives:</u></b> I can:</p> <ul style="list-style-type: none"> <li>-Create a professional digital e-portfolio using Wix.com.</li> <li>-Identify the components of a resume and successfully create one for a career of my choice.</li> </ul> <p><b><u>Relevancy:</u></b></p> <ul style="list-style-type: none"> <li>-Students will create professional digital e-folios and resumes to use when applying to a job.</li> </ul> <p><b><u>Anti-Set:</u></b></p> <ul style="list-style-type: none"> <li>-We will read "resume mistakes that keep employers laughing" and discuss.</li> </ul> <p><b><u>Procedure:</u></b></p> <ul style="list-style-type: none"> <li>-Students are to continue to work on their resumes. Due next class.</li> </ul> <p><b><u>Weekly Assessments:</u></b></p> <ul style="list-style-type: none"> <li>-Class participation, notes, discussions, warm-ups.</li> <li>-Wix digital e-portfolio project: 50 points.</li> <li>-Resume: 16 points.</li> </ul>	<p><b><u>Day 1</u></b></p> <p><b><u>Weekly Objectives:</u></b> I can:</p> <ul style="list-style-type: none"> <li>-Define computer security risks and briefly describe cybercrime perpetrators.</li> <li>-Identify the different types of computer viruses.</li> <li>-Define what HTML is and does.</li> <li>-Identify the basic elements of a webpage.</li> <li>-Create a basic webpage from scratch.</li> </ul> <p><b><u>Relevancy:</u></b></p> <ul style="list-style-type: none"> <li>-Students will discuss the different types of cases the FBI has investigated regarding cybercrime and begin learning what HTML is and how to use it to code a webpage.</li> </ul> <p><b><u>Anti-Set:</u></b></p> <ul style="list-style-type: none"> <li>-Brainstorm and list reasons why it is important for a business to have a website.</li> <li>-Discussion on how websites have changed and where we shop for products.</li> </ul> <p><b><u>Procedure:</u></b></p> <ul style="list-style-type: none"> <li>-Introduce the textbook and Dave's Devil Sticks tutorial on creating a webpage.</li> <li>-We will create folders for our files and review how to create an html file in notepad.</li> </ul> <p><b><u>Weekly Assessments:</u></b></p> <ul style="list-style-type: none"> <li>-Class participation, notes, discussions, warm-ups.</li> <li>-W3schools intro to HTML activity.</li> <li>-Dave's Tutorial: 15 points.</li> </ul>

<p><b><u>Tuesday</u></b></p>	<p><b><u>Weekly Objectives:</u></b> I can:          -See Monday.  <b><u>Relevancy:</u></b>          -See Monday.  <b><u>Anti-Set:</u></b>  <b><u>Procedure:</u></b>          -Aplia work day: Students are to finish application problems. When done, students should move onto mastery and study guide.  <b><u>Weekly Assessments:</u></b>          -See Monday.</p>	<p><b><u>Weekly Objectives:</u></b> I can:          -See Monday.  <b><u>Relevancy:</u></b>          -See Monday.  <b><u>Anti-Set:</u></b>          -Introduce industry analysis section to business plan.  <b><u>Procedure:</u></b>          -Students have the period to begin working on their sections for the industry paragraph.  <b><u>Weekly Assessments:</u></b>          -See Monday.</p>	<p><b><u>Day 2</u></b>  <b><u>Weekly Objectives:</u></b> I can:          -See Monday  <b><u>Relevancy:</u></b>          -See Monday  <b><u>Anti-Set:</u></b>          -Review expectations of the resume and how to format certain parts.  <b><u>Procedure:</u></b>          -Students are to finish resumes. When done, they need to print and get 3 people to proofread.          -If done, students are to move onto their reference page or work on their digital e-folio.  <b><u>Weekly Assessments:</u></b>          -See Monday</p>	<p><b><u>Day 2</u></b>  <b><u>Weekly Objectives:</u></b> I can:          -See Monday  <b><u>Relevancy:</u></b>          -See Monday  <b><u>Anti-Set:</u></b>          -Internet revolution video. We will discuss.  <b><u>Procedure:</u></b>          -Begin working together on Dave's Devil Sticks tutorial.          -Students have the rest of the period to work through the tutorial in the book to build the webpage.  <b><u>Weekly Assessments:</u></b>          -See Monday</p>
<p><b><u>Wednesday</u></b></p>	<p><b><u>Weekly Objectives:</u></b> I can:          -See Tuesday  <b><u>Relevancy:</u></b>          -See Monday  <b><u>Anti-Set:</u></b>          -Chapter 5 quick quiz.          -Matching activity.  <b><u>Procedure:</u></b>          -Review what is on the test.          -Last day for students to finish aplia problems. Due tomorrow.  <b><u>Weekly Assessments:</u></b>          -See Monday.</p>	<p><b><u>Weekly Objectives:</u></b> I can:          -See Monday  <b><u>Relevancy:</u></b>          -See Monday  <b><u>Anti-Set:</u></b>          -Business plan pre-test.  <b><u>Procedure:</u></b>          -Students are to finish their industry analysis paragraphs.          -When done, teams should analyze and discuss the research found.  <b><u>Weekly Assessments:</u></b>          -See Monday</p>		
<p><b><u>Thursday</u></b></p>	<p><b><u>Weekly Objective:</u></b> I can:          -See Tuesday  <b><u>Relevancy:</u></b>          -See Monday  <b><u>Anti-Set:</u></b>  <b><u>Procedure:</u></b>          -Chapter 5 test.          -When done, students are to start on the banking webquest.</p>	<p><b><u>Weekly Objectives:</u></b> I can:          -See Monday  <b><u>Relevancy:</u></b>          -See Monday  <b><u>Anti-Set:</u></b>  <b><u>Procedure:</u></b>          -Company description brainstorm day: Students will work on coming up with a business name, slogan, mission statement, location,</p>		

	<u><b>Weekly Assessments:</b></u> -See Monday.	market served, etc. -We will brainstorm mission statements and review. <u><b>Weekly Assessments:</b></u> -See Monday		
<b>Friday</b>	<u><b>Weekly Objective:</b></u> I can: -See Monday <u><b>Relevancy:</b></u> -See Monday <u><b>Anti-Set:</b></u> <u><b>Procedure:</b></u> -Banking webquest. Students will watch a video about how the financial system works and answer questions. 10 points. -We will share and discuss towards the end of class. <u><b>Weekly Assessments:</b></u> -See Monday	<u><b>Weekly Objectives:</b></u> I can: -See Monday <u><b>Relevancy:</b></u> -See Monday <u><b>Anti-Set:</b></u> -Business plan post-test. <u><b>Procedure:</b></u> -Shark Tank Friday. Students will watch the newest episode of the show and discuss whether the products will work in the market and if they are worth investing in. 4 points. <u><b>Weekly Assessments:</b></u> -See Monday		

**Notes:**