

Jay Curriculum: Unit Cover Page

Unit title: Tiger Enterprises

Grade Level: 10-12

Content Area(s): Business/Computers

Date Created:

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Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

	CP
A	1
C	3

Unit: Tiger Enterprises

Brief Summary of Unit/Topic

Summary:

This class will emphasize the importance of working as a team. The class is designed for students to work on teacher's work. They type tests, copy tests, collate papers, and distribute materials. The importance of setting priorities and meeting deadlines is stressed, along with confidentiality. The class is designed for students to work as teams. They understand that if one member of the team is absent, then the other members must pick up the slack and do twice the amount of work.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Students will know:

The importance of working as a team and how each member of the team has responsibility.

Students will be able to:

Operate equipment efficiently. Prepare documents that are error free and acceptable. Approach teachers' and request work in a professional manner.

Enduring Understanding/s:

The importance of meeting deadlines.
The importance of confidentiality with all work.
The importance of setting priorities.

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See <u>aligned scoring guide</u> .)
Completion of teacher's work assignments	CP A1, C3			
OTHER				
Completion of teachers assignments/work, error free and in a timely manner				
Work is evaluation on a rubric				
STUDENT SELF ASSESSMENT				
Self assessment of work				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

1. Explain the importance of working as a team member
2. Explain consequences of not attending school when a job need to be completed
3. How to set priorities
4. Explain importance of meeting deadlines
5. Understand the ethics of confidentiality
6. Identify various pieces of production equipment and the use for each
7. Explain the importance of approaching a teacher for work and returning the finished work in a timely manner

REFERENCES: