

Final Version as Approved by SMEs

Unit Title	Overview	Lesson Title	Lesson Focus	Proj. Hours	Hours	Topics	Instructional Activities (with Projects)	Assessment	Materials & Resources
Unit 1: Getting Started	This unit focuses on presenting a general overview of the course, defining finance and discussing its importance in business.	Unit 1 Lesson 1: Course Objectives	TK		1	<ul style="list-style-type: none"> • Lead Writers to provide • What are the goals of this course? • What outcomes may students expect in this course? 	<ul style="list-style-type: none"> • Lead Writers to provide 		<ul style="list-style-type: none"> • Self-report to be based on requirements as stated in Unit 1 Lesson 1 - since I do not have this information the journaling requirements will have to be added later when it is determined what they are
		Unit 1 Lesson 2: The Financial Environment	TK		3	<ul style="list-style-type: none"> • How does finance influence businesses?(discuss development, sustainability, types of businesses, goods vs. services, tangible vs. intangible products, product development cycles) • Why do we need to be concerned about finance? (definition, business capital needs, investors, markets, international financial environment) 	<ul style="list-style-type: none"> • OPENER: Overview • LECTURE: A business is a machine which uses money to make money • INTERACTIVE PRESENTATION: The money conversion cycle • LECTURE: Types of businesses, products, development cycles - need for "stuff" causes need for money to pay for it • VIRTUAL CHECK WRITING EXERCISE: Class writes "checks" to pay bills in structured scenarios, each time assessing where the money would come from • RECAP/SELF-CHECK: What have you learned? • INTERACTIVE FILL-IN-THE-BLANKS PSEUDO QUIZ: Class offers answers to ungraded written fill-in-the-blank quiz, and the answers are discussed as the non-quiz progresses 	<ul style="list-style-type: none"> • FORMATIVE: The money conversation cycle • FORMATIVE: Virtual check writing exercise • FORMATIVE: Interactive fill-in-the-blanks pseudo-quiz • SUMMATIVE: End-of-lesson quiz 	
		Unit 1 Lesson 3: Financing the Business	TK		3	<ul style="list-style-type: none"> • What are the legal forms of business organization? • What are the progressive stages of business growth? • What determines success or failure? • What is capital and why do businesses need it? (capital structure) • How do businesses raise capital? (long-term, short-term, equity funding, hybrid capital) • What are the unique circumstances which determine a business' capital needs and financing methods? • Why must businesses be concerned about tax considerations? 	<ul style="list-style-type: none"> • OPENER: Overview • LECTURE: Capital basics and capital structure - buying the use of money • INTERACTIVE ASSESSMENT: Capital needs in varied scenarios and success/failure - capital structure is the cost of each financing source - the weighted average is the cost of capital • LECTURE: Different business legal forms for different needs • WORK TEAM ACTIVITY: Evaluate appropriateness of legal forms vs. business types and circumstances • MINI-LECTURE: Very brief intro to taxes • WORK TEAM ACTIVITY: Tax impact calculations - start with one tax and add them one at a time to operating results • RECAP/SELF-CHECK: What have you learned? 	<ul style="list-style-type: none"> • FORMATIVE: Interactive assessment • SUMMATIVE: First work team activity • SUMMATIVE: Second work team activity • SUMMATIVE: End-of-lesson quiz 	<ul style="list-style-type: none"> • Microsoft PowerPoint • Microsoft Excel • Microsoft Word • Computer, projector and screen • Computer lab w/ Internet access

Unit 2: Profit and Risk	This unit focuses on distinguishing between profit and sales, and understanding the role that profit plays in the risk-return tradeoff.	Unit 2 Lesson 4: Profit	TK	3	<ul style="list-style-type: none"> What is profit? (distinguish profit from sales and costs) How do sales effect profit? (limit detail) How do costs effect profit? (limit detail) Are profits good for businesses? (price gouging, tie to success/failure) Which is more important: cash (money) or profit (an entry in an accounting system)? (explain the statement "Cash is King", cash flow, incremental cash flow) Why are some businesses "not-for-profit"? <ul style="list-style-type: none"> What would happen if no one ever made a profit? Established to achieve a public good and not private gain How do they finance themselves? 	<ul style="list-style-type: none"> OPENER: Overview LECTURE: Intro to profit, sales and costs INTERACTIVE DISCUSSION: Reinforce relationships using labeled baggies full of jelly beans LECTURE: How much profit is enough? E-MAIL RECOMMENDATION TO THE BOSS: Write a short memo to the boss recommending a target profit margin for the company and provide a reasoned justification ECPAK INTERACTIVE DISCUSSION: Cash or profit (PROPS: dollar bills and financial statements) LECTURE: Non-Profit Organizations - presented as a comparison to for-profit businesses discussed earlier (must pay for growth in advance) WORK TEAM ACTIVITY: Prepare a two column brochure for local civic organizations on the pros/cons of becoming a not-for-profit organization. RECAP/SELF-CHECK: What have you learned? 	<ul style="list-style-type: none"> FORMATIVE: Interactive discussion SUMMATIVE: E-mailed memo FORMATIVE: Class discussion SUMMATIVE: Work team activity SUMMATIVE: End-of-lesson quiz 	<ul style="list-style-type: none"> 2 pounds of jelly beans Microsoft PowerPoint Microsoft Excel Microsoft Word Computer, projector and screen Computer lab w/ Internet access
		Unit 2 Lesson 5: Risk-Return Tradeoff	TK	4	<ul style="list-style-type: none"> Why do businesses take risks? (risk-return tradeoff) What happens when the return doesn't justify the risk? (not all risks are equal, types of risks, diversification, business strategies for dealing with risk, opportunity costs of investments) What are some examples of risk and risk management techniques? (insurance, strategic alliances, effective market research, foreign partners) 	<ul style="list-style-type: none"> OPENER: Overview LECTURE: Risky business (risk vs. return) (paying a fixed periodic cost to make a risk go away) ECPak CASE STUDY: Class discussion which analyzes ECPak throughout it's development GROUP ACTIVITY: Review descriptions of risk management techniques - situational assessment of risk mitigation strategies GROUP ACTIVITY: Reassess appropriateness of risk mitigation strategies to stated business risks at ECPAK given the COSTS and POTENTIAL BUSINESS COSTS (3 minute oral of a portion of scenarios) CLASS "LESSONS LEARNED" assessment of group analysis results 	<ul style="list-style-type: none"> FORMATIVE: Individual activity #1 FORMATIVE: Individual activity #2 SUMMATIVE: End-of-lesson quiz 	<ul style="list-style-type: none"> Microsoft PowerPoint Microsoft Excel Microsoft Word Computer, projector and screen
Unit 3: Financial	This unit focuses on the need for financial recordkeeping and basic financial	Unit 3 Lesson 6: Financial Record Keeping and Analyzing Financial Documents	TK	6	<ul style="list-style-type: none"> How do businesses keep track of their resources? (need for careful record-keeping, all resources must be measured using a common unit of measure) What is a profit and loss statement? (definition, how businesses use P&Ls) What is a balance sheet? (definition, how businesses use balance sheets) What is a cash flow statement, and how does it relate to a P&L and a balance sheet? What are some important financial analysis tools? (EBIT, EBITDA, gross margin, net income margin) What is the purpose of financial analysis? (quantification, revision strategy) What are the relationships between financial measurements? (key relationships) (decision making and relationships between and within them) How much does an annual report tell about a business? 	<ul style="list-style-type: none"> OPENER: Overview INTERACTIVE DEMONSTRATION: Record keeping and common unit of measure - memorization exercise, then legal pad demo (How much do we owe? Can we pay our bills?) - units of measure (rubber ruler exercise) (emphasize foreign currencies) QUIZ 5 minute quicky INTERACTIVE DEMONSTRATIONS: Demonstrate Excel P & L, balance sheet and cash flow statement examples (emphasis on overview + formulas used) RECAP/SELF-CHECK: What have you learned? (3 times) LECTURE: Excel formula brush-up/review IN-CLASS HOMEWORK: Pseudo paper spreadsheet - students to insert formulas INTERACTIVE DEMONSTRATION - Introduction to ratio analysis (using ratios and rules of thumb, mathematical relationships (why and how)) HOMEWORK: Ratio analysis of ECPak results vs. 3 competitors x 3 statements - use basic line items WORK TEAM ACTIVITY: Student work teams build an outline of the major sections of an annual report. (IBM site) (broadbrush essay) RECAP/SELF-CHECK: What have you 	<ul style="list-style-type: none"> FORMATIVE: Interactive demonstration #1 (record keeping) FORMATIVE: Interactive demonstration #2 (P&L) FORMATIVE: Interactive demonstration #3 (balance sheet) FORMATIVE: Interactive demonstration #4 (cash flow statement) FORMATIVE: Interactive demonstration #5 (ratio analysis and relationships) SUMMATIVE: Annual report outline (individual + group) SUMMATIVE: End-of-lesson quiz 	<ul style="list-style-type: none"> Microsoft PowerPoint Microsoft Excel Microsoft Word Computer, projector and screen Computer lab w/ Internet access

<p>Analysis Strategies</p>	<p>analysis and the role each plays in a business's success or failure.</p>	<p>Unit 3 Lesson 7: Financial Strategies</p>	<p>TK</p>	<p>5</p>	<ul style="list-style-type: none"> • How do successful businesses grow? (mergers, acquisitions, subsidiaries, divestitures, spin-offs, new products/services, re-positioning existing products/services, new geographic markets for existing products/services) (may not grow as themselves) • How do businesses budget and forecast? (financials are now and past history - forecast is future based on reasonable assumptions) • What happens when businesses fail? (Chapter 7 bankruptcy, Chapter 11 reorganization, divestments, lay offs, creditors, social costs/problems) • How important is globalization to the success of a business today? (local focus, regional focus, national focus, international focus, global focus) 	<ul style="list-style-type: none"> • OPENER: Overview • CLASS DISCUSSION: Business growth alternatives • WORK TEAM ACTIVITY: Assess four provided scenarios -write proposals recommending course of action in each • INTERACTIVE TEACHER DEMONSTRATION: Budgeting and forecasting - financial statements + assumptions = forecast which results in budget to attain those assumptions - Excel presentation Use ECPak financials (will be reused later in Lesson) • STUDENT OUTLINE OF TEACHER DEMONSTRATION: Students take notes of the analysis process and provide an overview of the process in a short report • CLASS DISCUSSION: Overview of social costs due to business failures • INDIVIDUAL HOMEWORK: Business failures, emphasis on social and human costs (suicides, divorce, personal bankruptcies, etc.) create a poster and discuss findings • CLASS DISCUSSION: Assessment of challenges presented by changing geographic focus (globalization) • ROLE PLAY: Students play the roles of people from other 5 other countries (provided scripts which mention economic/social/cultural conditions in their country) ECPak accountability 	<ul style="list-style-type: none"> • SUMMATIVE: Work team activity (individual + group) • FORMATIVE: Interactive teacher demonstration: Budgeting and forecasting • SUMMATIVE: Student outline • SUMMATIVE: Individual homework: poster (artifact) + (short oral presentation) • FORMATIVE: Class discussion, changes in geographic focus (individual comprehension + participation) • SUMMATIVE: End-of-lesson quiz 	<ul style="list-style-type: none"> • Microsoft PowerPoint • Microsoft Excel • Microsoft Word • Computer, projector and screen • Computer lab w/ Internet access
<p>Unit 4: CAPITAL & FINANCIAL MARKETS</p>	<p>This unit focuses on capital and the most common means by which companies raise capital, including stocks, bonds and short-term funding.</p>	<p>Unit 4 Lesson 8: Stocks</p>	<p>TK</p>	<p>4</p>	<ul style="list-style-type: none"> • What are stocks? (preferred stock, common stock, voting, proxy, difference between primary and secondary markets) • Why does a company go public? • What is an initial public offering? (private companies going public, prospectus, underwriters, venture capital, corporate control and governance, compare to private companies which are not under scrutiny of SEC, and Sarbanes-Oxley Act of 2002 requirements) • Why might a company go private? (ability to take a long term view, escape pressure to earn regular profits) • What effects the market value of a stock? • Why do businesses care about the market value of their stock after it has been issued? (company valuation, newspaper stock quotes, shareholders, dividends) 	<ul style="list-style-type: none"> • OPENER: Overview • LECTURE: Stock 101 • RECAP/SELF-CHECK: What have you learned? • ROLE-PLAY: Going public - IPO ECPak (discuss BoD composition) (2 principals, 1 underwriter, 5 investors) take turns proposing quantity + price • ROLE-PLAY: Being public - Secondary market 1 marketmaker, 5 investors) take turns proposing quantity + price • RECAP/SELF-CHECK: What have you learned? • INTERACTIVE LECTURE: Going private • ROLE-PLAY: Going private (2 principals, 3 banks, 5 investors) • WORK TEAM ACTIVITY: Compare/contrast public and private ownership - research paper and oral presentation with slides (provide NAF ppt template) • INTERACTIVE LECTURE: market value and business concerns about it - fundamentals and emotion • RECAP/SELF-CHECK: What have you learned? 	<ul style="list-style-type: none"> • FORMATIVE: Role-play (IPO) • FORMATIVE: Role-play (secondary market) • FORMATIVE: Role-play (going private) • SUMMATIVE: Work team research paper (individual + group results) + (individual + group oral presentation) • FORMATIVE: Interactive lecture: market value and business concerns about it • SUMMATIVE: End-of-lesson quiz 	<ul style="list-style-type: none"> • Microsoft PowerPoint • Microsoft Excel • Microsoft Word • Computer, projector and screen
		<p>Unit 4 Lesson 9: Bonds</p>	<p>TK</p>	<p>3</p>	<ul style="list-style-type: none"> • Why does a company issue debt instead of equity? • What are bonds? (types of bonds, what types of companies use bonds to raise capital) • What are the ways to issue debt? (public offering, private placement) • What effects the market value of a bond? (newspaper bond quotes) 	<ul style="list-style-type: none"> • OPENER: Overview • CLASS DISCUSSION: Debt instead of equity • LECTURE: Bonds 101 • ECPak CASE STUDY: When would bonds make cents? • INTERACTIVE DISCUSSION: Bond pricing calculations • TWO PERSON TEAM ACTIVITY: Bond pricing calculation with tables compared to market prices - 10 bonds - the difference is emotion • CLASS DEBRIEF: Debt instead of equity, issuance, pricing 	<ul style="list-style-type: none"> • SUMMATIVE: Two person work team: bond pricing • SUMMATIVE: End-of-lesson quiz 	<ul style="list-style-type: none"> • Present value + present value of an ordinary annuity tables (permissions?) • Calculators • Microsoft PowerPoint • Microsoft Excel • Microsoft Word • Computer, projector and screen • Computer lab w/ Internet access

					<ul style="list-style-type: none"> • Why would a business need short-term funding? (working capital, new product development, seasonal needs) • Where do businesses get short-term funding (banks, line of credit, loans, credit terms, internal allocations, impound accounts) • Why would a business use long term funding? (long term need for resources, more predictable cost) 	<ul style="list-style-type: none"> • OPENER: Overview • LECTURE: Reasons for short term funding (start-up costs, etc.) • BRAINSTORMING: Sources of short term and long term funding • ECPak CASE STUDY: • TWO PERSON WORK TEAMS: Advantages/disadvantages of short and long term funding presented using two T-charts 	<ul style="list-style-type: none"> • FORMATIVE: Brainstorming • SUMMATIVE: Two person work teams • SUMMATIVE: End-of-lesson quiz 	<ul style="list-style-type: none"> • Recent newspaper financial section • Microsoft PowerPoint • Microsoft Excel • Microsoft Word • Computer, projector and screen
This unit focuses on the importance of employees, taxes and ethics in business financial decisions.			TK		<ul style="list-style-type: none"> • What influences labor cost? (pensions, health plans, flex time, salary, bonuses, profit sharing, comp time, educational benefits, etc.) • How are labor costs calculated? (by the person, by income, by family size, by job classification) • How are company values expressed in the compensation packages offered to employees? 	<ul style="list-style-type: none"> • OPENER: Overview • INTERACTIVE DISCUSSION: • CLASS BRAINSTORMING: Types of employee benefits - brainstorm employee issues then match them to typical benefits • RECAP/SELF-CHECK: What have you learned? • LECTURE: Benefits 101 • RECAP/SELF-CHECK: What have you learned? • INDIVIDUAL ACTIVITY: Labor cost calculation, four scenarios, small company/big company, moderate income/sizeable income (big emphasis on math skills) • RECAP/SELF-CHECK: What have you learned? 	<ul style="list-style-type: none"> • FORMATIVE: Class brainstorming - types of employee benefits • SUMMATIVE: Individual activity: labor cost calculations • SUMMATIVE: End-of-lesson quiz 	<ul style="list-style-type: none"> • Microsoft PowerPoint • Microsoft Excel • Microsoft Word • Computer, projector and screen • Computer lab w/ Internet access
			TK		<ul style="list-style-type: none"> • How do businesses contribute to our tax system? • Do taxes bias business decisions? (role of taxes in financial decisions) • How do businesses take taxes into account? (types of business taxes, employee taxes) 	<ul style="list-style-type: none"> • OPENER: Overview • LECTURE: Types of business taxes • RECAP/SELF-CHECK: What have you learned? • INTERACTIVE LECTURE: Overall effect of business taxes on decision-making • INDIVIDUAL ACTIVITY: Effect of business taxes on decision-making quantified - return on investment calculation with and without taxes displayed using bar charts - results presented in memo format to supervisor and brief oral presentation • RECAP/SELF-CHECK: What have you learned? • LECTURE: Employee taxes • RECAP/SELF-CHECK: What have you learned? 	<ul style="list-style-type: none"> • FORMATIVE: Interactive lecture: effect of taxes on business decisions • SUMMATIVE: Individual activity (individual results + oral presentations) • SUMMATIVE: End-of-lesson quiz 	<ul style="list-style-type: none"> • Microsoft PowerPoint • Microsoft Excel • Microsoft Word • Computer, projector and screen • Computer lab w/ Internet access
			TK		<ul style="list-style-type: none"> • What sort of ethical dilemmas do financial professionals face? (case studies to include Enron, WorldCom, using child labor, dumping of waste, other environmental issues to save money, patent and IP infringement) • How should businesses respond to these problems when they occur, and what are the consequences of the choices made? • How can businesses prevent these problems from happening? 	<ul style="list-style-type: none"> • OPENER: Overview • INTERACTIVE DISCUSSION: Sources of ethical dilemmas - pride/reputation, ambition/advancement, greed, fear, intimidation • INTERACTIVE DISCUSSION: How businesses respond and the results of ethical dilemmas - investor losses, innocent parties destroyed financially, child labor, inhuman working conditions, unsafe working conditions, age/gender/racial discrimination, environmental problems, exporting environmental problems • RECAP/SELF-CHECK: Review activity • INTERACTIVE DISCUSSION: How should businesses respond, consequences • RECAP/SELF-CHECK: Review activity • INTERACTIVE DISCUSSION: How are these problems prevented? • RECAP/SELF-CHECK: Review activity • JOINT CASE STUDY: Enron/WorldCom - commonalities (it was all about the future) • RECAP/SELF-CHECK: What have you learned? 	<ul style="list-style-type: none"> • FORMATIVE: Interactive discussion #1 • FORMATIVE: Interactive discussion #2 • FORMATIVE: Interactive discussion #3 • FORMATIVE: Interactive discussion #4 • WORK TEAM ACTIVITY: Joint Case Study: Enron vs. WorldCom - analysis of commonalities - (oral presentations) • SUMMATIVE: End-of-lesson quiz 	<ul style="list-style-type: none"> • Microsoft PowerPoint • Microsoft Excel • Microsoft Word • Computer, projector and screen • Computer lab w/ Internet access • Enron: http://www.chron.com/news/specials/enron/ • WorldCom: http://www.chron.com/disp/story.mpl/business/steffy/4403666.html • WorldCom: http://news.bbc.co.uk/2/hi/business/3398913.stm • WorldCom: http://www.chron.com/disp/story.mpl/business/steffy/4419755.html • WorldCom: http://www.scu.edu/ethics/dialogue/candc/cases/worldcom-update.html

Unit 6: Careers in Finance, Projects, and Learning Inventory	Unit 6 Lesson 14: Accounting Careers	TK		2	<ul style="list-style-type: none"> What types of careers exist in accounting? (types of jobs, requirements, specialized certifications, salaries) What are the prospects for careers in accounting? (growing/declining areas, high touch/high concept) 	<ul style="list-style-type: none"> OPENER: Overview LECTURE: Accounting careers SELF-CHECK: Accounting careers LECTURE: Accounting careers trends SELF-CHECK: Accounting careers trends Research these careers on the US Department of Labor website. Compare these career opportunities with average results for all occupations. Calculate the earning potential through age 35 verses those of a typical high school graduate. Prepare a simple one page report summarizing your findings. RECAP/SELF-CHECK: What have you learned? 	<ul style="list-style-type: none"> FORMATIVE: First self-check FORMATIVE: Second self-check SUMMATIVE: One page report 	<ul style="list-style-type: none"> Microsoft PowerPoint Microsoft Excel Microsoft Word Computer lab w/ Internet access 	
	Unit 6 Lesson 15: Finance Careers	TK		2	<ul style="list-style-type: none"> What other types of careers exist in finance? (training, requirements, specialized certifications, potential income, overview of banking, financial and investment planning, business economics) + (financial support personnel such as financial communications, financial journalism) What are the prospects for careers in finance? (growing/declining areas, high touch/high concept) 	<ul style="list-style-type: none"> OPENER: Overview LECTURE: Finance careers SELF-CHECK: Finance careers LECTURE: Finance careers trends SELF-CHECK: Finance careers trends Research these careers on the US Department of Labor website. Compare these career opportunities with average results for all occupations. Calculate the earning potential through age 35 verses those of a typical high school graduate. Prepare a simple one page report summarizing your findings. RECAP/SELF-CHECK: What have you learned? 	<ul style="list-style-type: none"> FORMATIVE: First self-check FORMATIVE: Second self-check SUMMATIVE: One page report 	<ul style="list-style-type: none"> Microsoft PowerPoint Microsoft Excel Microsoft Word Computer lab w/ Internet access 	
	Unit 6 Lesson 16: Initial Course Project			6	1	<ul style="list-style-type: none"> Minor course project: The Last Big Thing <p>During debrief:</p> <ul style="list-style-type: none"> How will you share all you have learned? (minor project) How can you support others with all you have learned? (minor project review) 	<ul style="list-style-type: none"> OPENER: Overview RECAP/SELF-CHECK: 1 lesson hour for a whole-class debrief to bring out "lessons learned" 	<ul style="list-style-type: none"> FORMATIVE: Initial planning check (status memos and teacher observation) FORMATIVE: Mid-point reality check (status memos and teacher observation) FORMATIVE: Near-end-point reality check (status memos and teacher observation) SUMMATIVE: Endpoint assessment (individual effort in work team) + (group) SUMMATIVE: Endpoint assessment (individual participation in debrief, plus knowledge) 	<ul style="list-style-type: none"> Microsoft PowerPoint Microsoft Excel Microsoft Word Computer, projector and screen
	Unit 6 Lesson 17: Final Course Project	TK		14	3	<ul style="list-style-type: none"> Major course project: The Next Big Thing <p>During debrief:</p> <ul style="list-style-type: none"> How will you share all you have learned? (final project) How can you support others with all you have learned? (final project review) 	<p>Approx. project time distribution:</p> <p>8 hours - Research, analysis and proposal preparation as "Finance Department Proposal Team"</p> <p>2 hours - Students now change role to become "Board of Directors" which will analyze the proposal of another ANOMYOUS team to develop an understanding of what it is like to assess a proposal they did not create</p> <p>3 hours - "Board of Directors" pitch to potential investor/lender (1 hour preparation, 2 hours presentation time, 20 min/team) (The "Board" is to make a presentation to an Academy advisory board member acting as a potential lender or investor - the board member will critique the presentation - the role of the board member will depend on the financing method(s) selected - debt, equity, or both)</p> <p>2 hours - Initial planning and reality check meetings throughout all three phases with Finance Department Manager (teacher)</p> <ul style="list-style-type: none"> RECAP/SELF-CHECK: 2 lesson hours for a whole-class debrief to bring out "lessons learned" 	<ul style="list-style-type: none"> As Finance Department Proposal Team: FORMATIVE: Initial planning check (status memos and observation) FORMATIVE: Reality check, days 3 and 6 (status memos and observ.) SUMMATIVE: End-point assessment (individual effort in work team) + (group) As Board of Directors: FORMATIVE: Initial planning check (status memos and observ.) FORMATIVE: Reality check (status memos and observation) SUMMATIVE: End-point assessment (individual effort in work team) + (group) As Board of Directors prepare/present financing pitch: FORMATIVE: Initial planning check (status memos and observ.) SUMMATIVE: End-point assessment (individual effort in work team + group) + (participation in financing pitch (oral sales presentation) (individual + group) SUMMATIVE: Endpoint assessment (individual participation in class debrief, plus demonstration of knowledge) 	<ul style="list-style-type: none"> Microsoft PowerPoint Microsoft Excel Microsoft Word Computer, projector and screen Computer lab w/ Internet access

		Unit 6 Lesson 18: Personal Learning Inventory Using Course Portfolio	TK		1	<ul style="list-style-type: none"> • Lead Writers to provide • Self-report 			<ul style="list-style-type: none"> • Microsoft Word
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Needed: 20 53