

# **TIES** *2001*

Teachers in Industry for Educational Support

## **TOPICS IN THE WEB-SUPPORTED CLASSROOM:**

### **Delivery System Foundations Use In Training Branding and Marketing**

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Based on Work Performed For  
**SYMVIONICS, Inc.**  
**Linked Technologies, Inc.**

**Developed by:**

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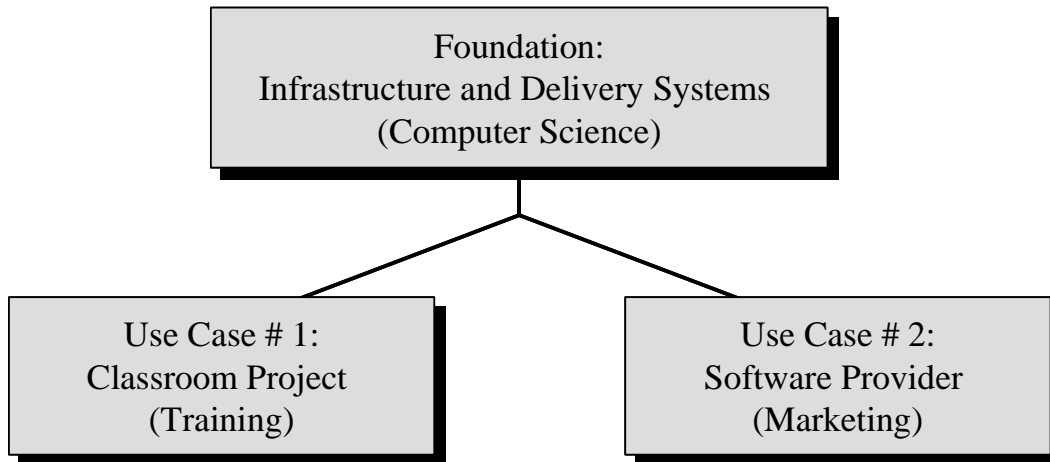
# Topics in the Web-Based Classroom

## Curriculum Unit Overview

### Summary

The use of computerized systems for education and training continues to proliferate. Perceived as both a workforce multiplier and a cost-reduction benefit these systems, and more specifically the multi-media content that they are used to deliver, have become a natural part of many occupational environments. Still, the means by which such systems are selected, delivered, and used remains largely a mystery to their many users.

In this curriculum we will introduce certain topics related to the use of computerized systems and software in a classroom environment. In this unit we will specifically address the facets depicted in **Figure 1**.



*Figure 1: Topics for this Curriculum Focus*

In **FOUNDATION** (Infrastructure and Delivery Systems) we will introduce parts of the *physical* networks that are necessary for the distribution of education and training applications and content. For this unit we will focus on computer interconnections, including cabling and patch panels. We will also address the importance of human communications in every system, developing and delivering a proposal for a network installation.

In **USE CASE # 1** (Classroom-based Training) we will introduce the *use of delivered systems* and interconnections *as a fundamental training support tool*, expanding our outreach to content that is otherwise unavailable or impractical. Here we have selected a subject traditionally viewed as non-technical: Music and Music History. Students will learn about instruments and composition, composers' history, and relationships in the emergence of important styles. The technology underpinnings of the supported classroom will specifically **NOT** be addressed in this use model.

In **USE CASE # 2** (Marketing a Specialized Software Product) we will take on the role of the *software, content or services supplier*. We will first investigate decisions in creating a business identity (technical or non-technical, product or service, direct or supplier). Next we will organize our business and refine our product or service definition (branding). Finally we will utilize web-based-technology for a combination of information gathering (e.g., competitive assessment) and marketing (e.g., to our targeted Customers). The student will learn key issues in determining *an appropriate use of technology* for their defined business.

These are common issues in any technology supported setting. This Curriculum Unit is intentionally designed to traverse age and industry boundaries. Timelines, emphasis, and duration of classes and units may be similarly varied. Instructors will choose details that are appropriate for their specific situation.

For example, in Topic (Section) One on FOUNDATIONS, we later describe an Authentic Learning Task (ALT) to build a cable. This element is directed toward a High School age student with some previous training and the necessary work areas/tools. It could as easily apply to an elementary grade, replacing actual parts with age-appropriate materials and instructions. Similarly, while Music has been selected as the subject to elaborate Topic (Section) Two on technology use in the classroom, the approach and conditions can be easily modified for any subject and age level (including Adult Learning). Finally, in Topic (Section) Three on formulating and marketing a product or service, the instructor would again simply condition the material to the level of student understanding, and focus on businesses and subjects that would be within their experience.

## **Big Picture**

While each section in this Curriculum Unit can stand alone, they may be integrated through related role-plays or actual events. We envision here a hypothetical technology fair to be held at “the school”. The students in Section One would provide the infrastructure to be used by each participant to demonstrate their products, services, or activities. Students in Section Two will set up a “booth” to show their classroom project results. Students in Section Three will use their created web-sites as a virtual technology fair, both as a means of advertising their products/services availability to other students soliciting exhibitors and as part of their exhibits for display.

## **Preparation for the Unit**

The preparation for this unit, that is each Section/ALT, is situational. The instructor must assess their conditions, environments, resources, and learning objectives before finalizing setup and follow-up instructions. See each Attachment to this introduction for Section-specific details.

## ALT Overview

**Table 1** summarizes three Authentic Learning Tasks (ALT) for each of the three major topics in this Curriculum Unit. Each element is expanded in Attachments to this introductory document.

*Table 1: Topics in the Web-Based Classroom Curriculum Unit Summary*

<b>BUILDING FOUNDATIONS</b>	<b>CLASSROOM PROJECTS (MUSIC MODULE)</b>	<b>THE SOFTWARE PROVIDER</b>
<p><b>ALT 1 - Cable Building</b> Students will build a six-foot section of computer networking cable.</p>	<p><b>ALT 1 – Exploring Music Instruments on the Internet</b> Students will learn about musical instruments, their sounds, and compositions for instruments by visiting websites and answering questions on a teacher-made worksheet. Student will also perform a variety of activities with other students in the classroom.</p>	<p><b>ALT 1 – Finding the Right Business</b> Students will identify and categorize their ideas for entrepreneurship. They will categorize their business based on technology and non-technology emphasis. Students will also determine their business commodity (good or service).</p>
<p><b>ALT 2 – Learning To Connect</b> Students will write a grammatically correct proposal to a business, proposing to sell them networking equipment.</p>	<p><b>ALT 2 – Be a Music Investigator</b> Using a combination of classroom instruction and computerized resources, students will learn about two historically significant composers – Beethoven and Mozart.</p>	<p><b>ALT 2 – How to Run the Right Business</b> The students will identify all the particular needs to run their chosen business. Students will learn the processes needed for a successful venture. Students will research marketing and advertising approaches that apply to their business.</p>
<p><b>ALT 3 - Networking</b> Students will learn how to wire a patch panel used in computer networking</p>	<p><b>ALT 3 – Music Timeline</b> Students will explore ragtime music and gain an understanding of its development in relation to jazz. They will also investigate the historical events during the time that the genre evolved. They will become familiar with common music forms, like syncopation. Students will listen to and become familiar with various composers of this genre.</p>	<p><b>ALT 3 – Presenting Your Business on the Internet</b> Students will research an appropriate use of web-based-technology to support their business operations, marketing, and business development. Based on their findings they will complete and demonstrate a web page for their business at an “upcoming technology fair”:</p>

### **Transfer Activity**

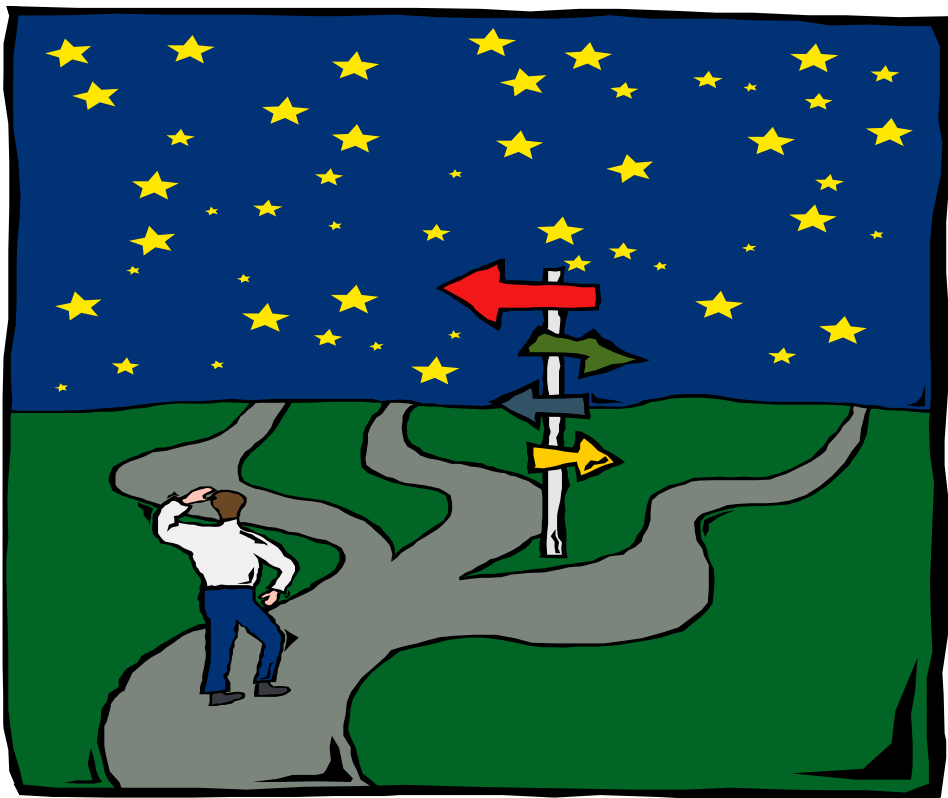
Students will host a technology fair, where teachers in their building will evaluate software that they have chosen. In addition, students will be able to build a web page and announce the results to the world via the web.

# **ATTACHMENT ONE**

## **SECTION ONE**

### **BUILDING FOUNDATIONS**

**Cable Building**  
**Learning To Connect (NW Project Proposal)**  
**Networking (Patch Panel Wiring)**



**Developed by:**

**Dale Robbins, Computer Science, Wayne High School**

## **Section One: Building Foundations**

### **ALT One: Cable Building**

#### **Summary**

Students will build 6-foot sections of computer-networking cable.

#### **Competencies**

1. Students will be able to identify, with 100% accuracy, the connectors needed to complete the assignment.
2. Students will be able to construct a working cable patch cord with 100% accuracy.

#### **Time**

The student should be able to accomplish the task in 30 minutes.

#### **Materials**

1. A Fluke cable-testing meter (model 860 or later).
2. A spool of CAT5 cable, from which a 6 1/3 foot section will be cut.
3. Wire strippers.
4. Crimping tool.
5. 2 RJ-45 connectors.
6. A pair of scissors.

#### **Instructions**

1. Using the scissors, measure and cut a section of CAT5 cable 6 1/3 feet long.
2. Using the wire strippers, remove the outer jacket of the cable to expose 2 inches of the 8 multi-colored wires found inside.
3. Using the scissors, trim the 8 wires so that they are even in length with each other.
4. Following the pattern listed on the chalkboard, arrange the wires in the needed order, left-to-right.
5. Holding the RJ-45 connector with the tab down and the hole toward you, insert the prepared wires in the hole, carefully positioning them in the prescribed order.
6. Insert the RJ-45 in the crimper and crimp.
7. Withdraw the unit from the crimper and insert it in the Fluke meter.
8. Turn the meter to “on” and push “test”. The LED readout will indicate a pass or fail status.

9. If the connection passes, repeat steps 2-8 for the other end of the cable.
10. If the connection fails, cut that section of cable off and repeat steps 2-8 until the connection passes.

### **Evaluation/Assessment of Student's Competency**

Evaluation in this project is truly an alternative in nature. The Fluke meter assesses whether the wires are in their proper order and position, and if those conditions are met, the cable "passes". If the conditions are not met, the cable "fails" and must be attempted again. There are no "shades of grey" in this objective: either it is all right or it is wrong, nothing in-between.

### **Closure**

The end result of this project is again a rewarding one. The student has in her or his hands a cable that can immediately be put into use in the computer lab to connect their computer to the network: IF their cable has been properly made. This is a valuable skill that can be applied to home networks (which students are interested in establishing, often), and is a skill that can be used in a job situation. The cable can also be used in the next assignment: **WIRING A PATCH PANEL.**

### **Handout: Cat5 Patch Cable Instruction**

<http://www.lanshack.com>

### **Transfer Activity**

Provide a complete detailed description of the transfer activity, similar to that provided for the authentic learning tasks (complete with preparation, materials required, estimated time to complete, guidelines for completing activity, and rubric or assessment methodology).

### **Section One, ALT One Appendix: (Title)**

None.

## **Section One: Building Foundations**

### **ALT TWO: NETWORK PROJECT PROPOSAL**

#### **Summary**

Students will write a grammatically correct proposal to a business, proposing to sell them networking equipment.

#### **Competencies**

1. The student will submit a paper containing three or fewer mistakes, containing a prescribed number of items.

#### **Time**

The students will be given an hour-and-a-half to complete the project.

#### **Materials**

1. A networked computer, running at least Windows 95, including Microsoft Office .
2. A networked computer.
3. Internet access.

#### **Instructions**

1. You are to find an Internet site that lists the prices for hubs, cable, connectors and 10/100 cards.
2. A letter is to be written to a company proposing to sell them networking equipment and installation/support services.
3. You may supply the name to your company, the company you are selling to, and the contact person there, plus addresses.
4. You must include at least one of all four items in your proposal.
5. Your proposal can assume they have Internet service; however, you will be doing the installation and technical support.
6. You are to support 25 users, whether they are workstations or networked printers.
7. Your proposal is to be grammatically correct: you are trying to impress these people and win their business!
8. If there are more than 3 errors in your proposal, you will be given the letter back and will be expected to make corrections.
9. You have an hour-and-a-half.
10. A printed copy is to be submitted to the teacher.

## **Evaluation/Assessment of Student's Competency**

A total of 25 points is possible for the project.

The student is given an hour-and-a-half. If the paper is turned in on time, 8 points will be awarded. This is an all-or-nothing prospect: either it's on time or it's not.

Two points each will be awarded for including at least one of each of the four items listed, to a maximum of 8 points.

Three points will be deducted from the total possible, for each error noted. If there are more than three, the paper is to be re-written and corrected.

## **Closure**

This is a cross-curricular assignment, involving the tech side of the student's knowledge base, and their English skills. This project is similar to ones the student will face in their Tech Prep English class, with certain networking aspects included. A part of the Cisco computer networking training involves those who will be managers, and so this project is a start toward becoming a skilled professional able to turn out acceptable communications!

## **Handout: Recommended Search Support**

Search Engine Suggestions Include:

Excite  
Lycos  
Yahoo

Meta-Search Engines Include:

dogpile  
metaspider

## **Transfer Activity**

Provide a complete detailed description of the transfer activity, similar to that provided for the authentic learning tasks (complete with preparation, materials required, estimated time to complete, guidelines for completing activity, and rubric or assessment methodology).

## **Section One, ALT Two Appendix**

None.

## **Section One: Building Foundations**

### **ALT THREE: PATCH PANEL WIRING**

#### **Summary**

Students will learn how to wire a patch panel used in computer networking.

#### **Competencies**

1. Students will be able to successfully wire two patch positions on a standard, rack-mounted patch panel. Success will be judged on the connection allowing electronic transfer of signal via the completed panel outlet.

#### **Time**

Students will complete the task in 15 minutes.

#### **Materials**

1. 32-port patch panel
2. punch-down tool
3. a completed patch cable
4. 2 sections of cable of various length, one end with RJ-45 attached, one end “bare” wire
5. pair of scissors
6. wire strippers

#### **Instructions**

11. Strip approximately 3 inches of outer jacket from the bare end of a cable, exposing the 8 multi-colored wires.
12. Separate and spread apart the wires from one another.
13. Following the chart on the chalkboard, put the wires in order, left to right.
14. Using the punch-down tool, attach the wires in proper order on the backside of the patch panel.
15. Repeat steps 1-4 with the other bare-end wire, to another patch outlet.
16. The RJ-45 ends of either wire should be plugged into a network source known to be working.
17. The completed patch cable is now used to connect to the front of the patch panel, using the same two outlets just wired.

## **Evaluation/Assessment of Student's Competency**

This is another example of an assignment using alternative assessment. As well, the task is either “pass” or “fail”; there is no in-between. If a connection is established, the task has been successfully completed. If no connection is made, the student must try again, narrowing down where the break in connections occurred.

## **Closure**

This is an assignment that can be useful at home or school. A patch panel can be used at home to connect two or more computers to various peripherals common to the home setting. Likewise, the student's work could be put to practical use in the school lab. This is again an example of a real world task that could be used in the job market. I also like this type of project because the student gets immediate feedback on their work.

## **Handout: Punchdown Panel Instructions**

[http://www.farallon.com/support/phonet/technotes/pnc\\_007.html](http://www.farallon.com/support/phonet/technotes/pnc_007.html)

## **Transfer Activity**

Provide a complete detailed description of the transfer activity, similar to that provided for the authentic learning tasks (complete with preparation, materials required, estimated time to complete, guidelines for completing activity, and rubric or assessment methodology).

## **Section One, ALT Three Appendix**

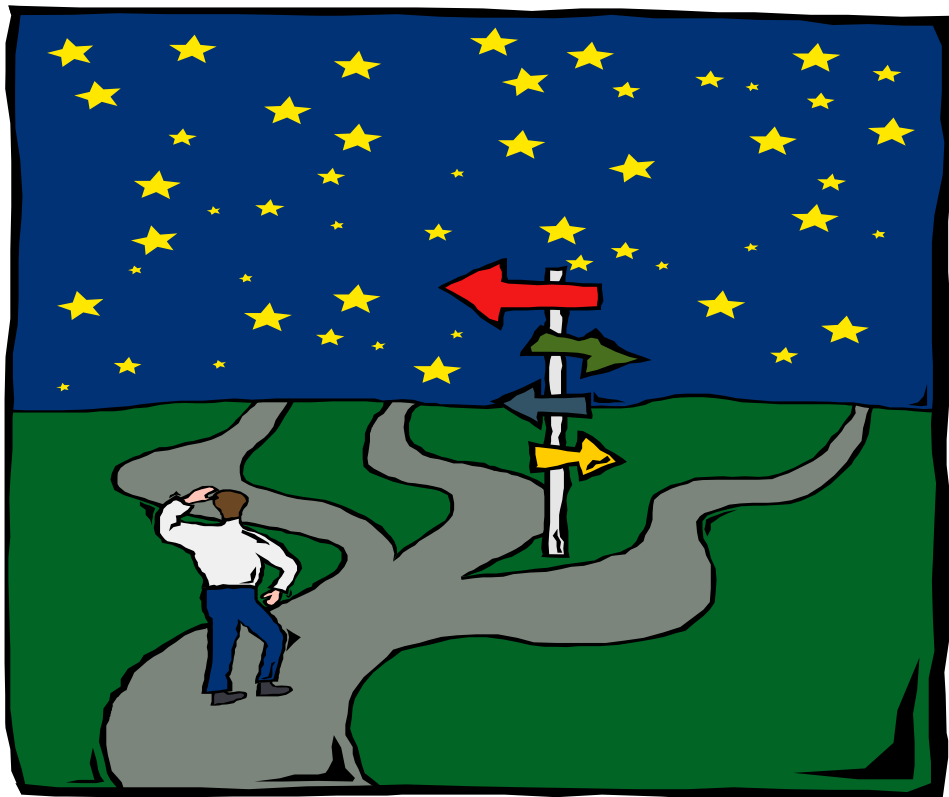
None.

# ATTACHMENT TWO

## SECTION TWO

### MUSIC MODULE (USE CASE # 1)

Exploring Music Instruments on the Internet  
Be a Music Investigator  
Interactive Timeline



Developed by:

Vivian Smith, Music, Wilbur Wright Middle School

## Section Two: Music Module

### ALT One: Exploring Music Instruments Using the Internet

#### Summary

Students will learn about musical instruments, their sounds, and compositions for instruments by visiting websites and answering questions on a teacher made worksheet. Student will also perform a variety of activities with other students in the classroom.

#### Competencies

1. Students will develop skills in listening to selected familiar works by such composers as Bach and Greig and will describe these examples in terms of the elements of music.
2. Students will develop skills in moving and listening to musical examples from America and will describe these examples in terms of the elements of music.
3. Students will describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
4. Students will learn about instrument of the orchestra and their sounds.

#### Time

120 minutes

#### Materials

One (1) computer with sound card for every 3-4 students.  
Teacher made worksheets  
Classroom instruments  
Combs and wax paper for kazoos  
Spoons  
Recordings of symphony orchestras

#### Instructions

(The teacher needs to bookmark sites for students. Project and instrument stations should be set up prior to starting class)

1. Students will follow the directions printed below:
  - a. Find and print the previously book marked lesson plan
  - b. Print the entire lesson plan for your group
  - c. Work with your group but answer questions on your own.
  - d. There are two (2) parts to this lesson. You must finish each part before proceeding to the next.

#### PART I:

1. Go to the website [tjunior.thingquest.org](http://tjunior.thingquest.org)
2. Click on the ThinkQuest Website
3. Click on Library of Entries to the left

4. In the search box, type “Energy in the Air: Sounds from the Orchestra”. Click exact match and go
5. Click on the link to “Energy in the Air; Sound from the Orchestra”
6. Click the ThinkQuest Junior box-open the new window
7. Reach the introductory page
8. Draw a diagram on paper using only the words of the orchestra seating arrangement
9. Click on the Orchestra-read; listen to a sound file by Beethoven, Schubert and Greig; write down the composition you listened to and the composer
10. Click back one page
11. Click on sound is Energy-read; click on the underlined words, write the words and definitions on your paper
12. Pick one project to try
13. Write the project name and instructions on your page
14. Everyone in the group goes to the project area to try their project.
15. Write down the results.

## PART II

1. Go to the website [www.Lehigh.edu/zoellner/quiz1.html](http://www.Lehigh.edu/zoellner/quiz1.html)
2. Click on “play it” and listen
3. Click on the correct answer. (It will tell you if you are correct.) Click on next quiz. If you are wrong, keep trying until you get it correct. Write down your answers.
4. Complete all three (3) questions and listening files.
5. After the last question, click on Music Instrument Encyclopedia
6. Click on the arrow. Listen to four (4) instruments. Write down their names.
7. Go to the class instrument table. Play each instrument and listen to the different sounds.

## **Evaluation/Assessment of Student’s Competency**

Students will turn in their worksheets at the end of part II

## **Closure**

Each student will tell the class two (2) new things they have learned from this lesson

## **Music Module ALT One Handout**

1. Teacher made handout using information from the ThinkQuest website
2. A copy of the lesson plan for students to use for directions

## **Music Module ALT One Appendix**

[tjunior.thinqquest.org](http://tjunior.thinqquest.org)

[www.Lehigh.edu/zoellner/quiz1.html](http://www.Lehigh.edu/zoellner/quiz1.html)

## Section Two: Music Module

### ALT Two: Be a Music Investigator

#### Summary

Students will learn about two (2) major composers of all time – Beethoven and Mozart

#### Competencies

1. Students will use the internet to locate specific book marked sites
2. Students will collect and record date from a specific location
3. Students will understand and compare characteristics of composers from different historical periods
4. Students will follow directions to achieve specific goals
5. Students will apply higher level thinking from gathered information

#### Time

90 minutes

#### Materials

One (1) computer with sound card and Internet access for every 3-4 students.  
Scavenger hunt activity sheet  
Recordings of music by each composer  
Overhead transparency

#### Instructions

##### PART I:

1. Introduce the lesson by playing a piece of music by one of the composers featured on the activity sheet
2. Ask students if they recognize the piece
3. Identify the composition and composer for the class.
4. Distribute the scavenger hunt activity sheets.
5. Explain that all locations that contain necessary information have been book marked. [All websites are listed in the Handout Section] (Students are to work at their own pace.)
6. Once activity sheets are completed, pair up students and have them check their findings.
7. Students will hand in activity sheets

##### PART II

1. Play a piece of music by the other composer
2. Ask students if they recognize the piece
3. Identify the composition and composer for the class.
4. Distribute the scavenger hunt activity sheets.

5. Explain that all locations that contain necessary information have been book marked. [All websites are listed in the Handout Section] (Students are to work at their own pace.)
6. Once activity sheets are completed, pair up students and have them check their findings.
7. Students will hand in activity sheets

### PART III

1. Guide students through a class discussion, recording the similarities and differences of the two composers
2. Record these findings on a overhead transparency

### **Evaluation/Assessment of Student's Competency**

Students will turn in activity sheets at the end of each part.

A 'drop the needle" quiz will be given. (The teacher will have prepared a tape of 10 excerpts from the two composers. Using the findings, they will identify the correct composer)

### **Closure**

Each student will tell the class two (2) similarities and two (2) differences between Beethoven and Mozart

### **Music Module ALT Two Handouts**

Teacher made Scavenger Hunt Activity sheet using the websites listed

### **Music Module ALT Two Appendix**

Kids Ask Jeeves Answer <http://www.askjeevesfor kids.com/kidsFinalAnswer>.  
(To find this site, type in "Where would I find information on Beethoven?" then click on the "ask" button for "Where can I find a concise encyclopedia article on Beethoven/Mozart.

<http://www.edinboro.edu/cwis/music/cordell/comp-beeth.html>

<http://www.edinboro.edu/cwis/music/cordell/comp-mozart.html>

Additional websites that may be used:

Beethoven websites

<http://w3.rz-berlin.mpg.de/cmp/beethoven.html>

<http://www.geocities.com/Vienna/Strasse/3732>

Mozart websites

<http://www.frontiernet.net/~sboerner/mozart>

<http://www.stringsinthemountains.org/m2m/1once.htm>

## Section Two: Music Module

### ALT Three: Interactive Timeline

#### Summary

Students will explore ragtime music and gain an understanding of its development in relation to jazz. They will also investigate the historical events during the time the genre evolved. They will become familiar with the common form used in ragtime piano pieces (AA BB A CC DD) and the concept of syncopation. Students will understand that syncopation is an element in jazz music. Students will listen to various ragtime compositions and become familiar with various composers of this genre

#### Competencies

1. Students will listen to, analyze, and describe music
2. Students will gain an understanding of music in relation to history and culture.
3. Students will gain experience in reading and notating music
4. Students will compose and arrange music within specified guidelines
5. Students will use the Internet to do research

#### Time

90 minutes

#### Materials

One (1) computer with sound card and Internet access for every 3 to 4 students

Recordings of ragtime and jazz music

Construction paper, poster board or oak tag, markers, crayons and/or colored pencils, scissors, glue sticks

Pitched and unpitched instruments

#### Instructions

1. Introduce the lesson with information found at the [Interactive Timeline](#). Click on 1800 and share the information about history and music. This information will serve as a musical and historical foundation for the introduction and exploration of ragtime music.
2. Discuss the following topics:
  - a. To what are ragtime's traditional roots tied?
  - b. What is syncopation?
  - c. What was the common structure for a piano rag?
  - d. Who were some well-known ragtime composers?
3. Choose various ragtime musical selections. Play one selection and help students identify the A, B, C, and D sections. Play it a second time and have students raise their hands when each section is heard.

4. Distribute the art supplies and have students create four (4) different flash cards to represent each of the sections. (These may be any suitable artistic representation.) Paste each “symbol” on a poster board square
5. Play another ragtime selection and have students hold up the flash card to correctly identify the musical sections
6. Define the term syncopation and explain that it is a major characteristic in ragtime music. (When short notes, ties, or rests are used to replace the natural accents in music.) Share a simple four (4) bar rhythm in 2/4 time. Have students clap, tap or pat this rhythm. Share a syncopated rhythm in 2/4 time and have student’s clap, tap, or pat this rhythm. Allow as much time as needed for students to perform the syncopation correctly and comfortably.
7. Divide students into small groups and have them create short syncopated rhythm examples in various meters. These may be written or improvised. These examples may be played on either pitched or unpitched instruments. If written examples are used, share them with all groups to see if each group can play them.

### **Evaluation/Assessment of Student’s Competency**

1. Students will complete all assignments
2. Students will actively participate in all class discussions
3. Teacher assessment of student’s ability to identify musical form through the use of flashcards.
4. Teacher assessment of student’s ability to demonstrate an understanding of syncopation in small group creations.

### **Closure**

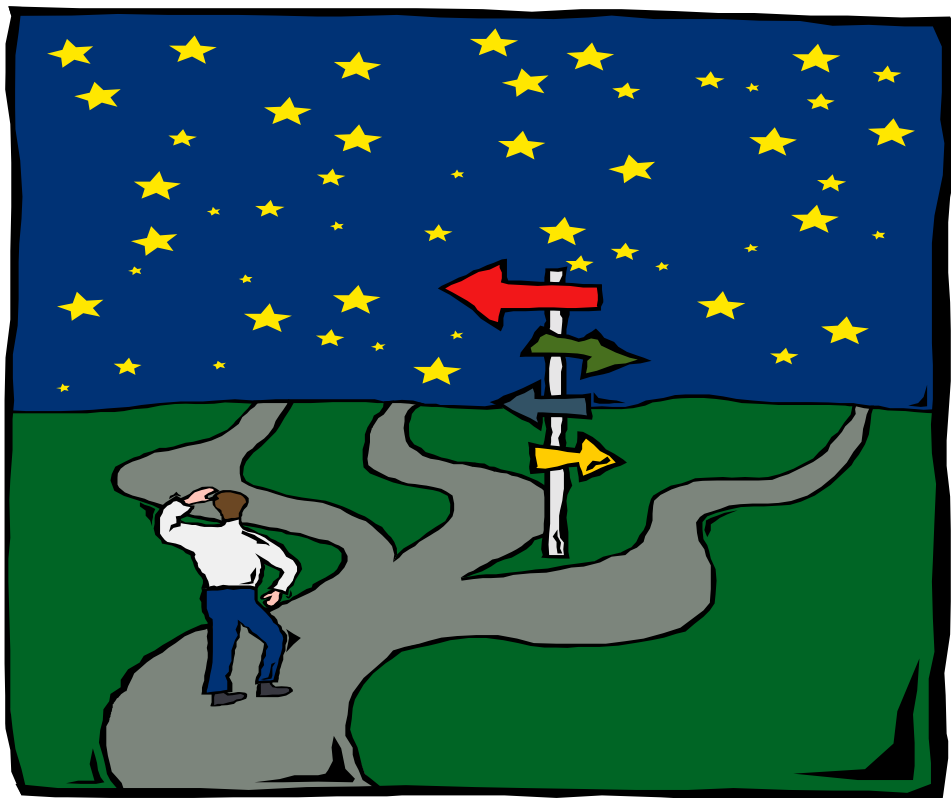
Divide students into groups. Have students extend their musical example by adding an ostinato part to be played on the beat while the syncopation is being played Access <http://teachervision.com/go/http://www.notestation.com/> to post the piece on the web.

# ATTACHMENT THREE

## SECTION THREE

### SOFTWARE PROVIDER (USE CASE # 2)

Finding the Right Business  
How to Run the Right Business  
Presenting Your Business on the Internet



Developed by:

Derrick Malone, 4<sup>th</sup> Grade Teacher, Stevenson Elementary

# Topics on the Web-Based Classroom

## ALT One: Finding the Right Business

### Summary

The students will identify and categorize their ideas for entrepreneurship. They will categorize their business based on technology and non-technology. Next, students will categorize on their business as a good or service.

### Competencies

1. Using the Entrepreneur guidelines, the student will identify by brainstorming business' they will not only find interesting, but rewarding (profitable \$\$\$\$).

### Time

Give estimated time for completion in minutes or hours, 1.5 hours to find and list all the businesses for their good/service

### Materials

1. Paper and pencils
2. Dry erase board and markers

### Instructions

First, in a group setting discuss how to start a small business. Next, ask students to think about starting a small business what areas would they like to build and run a business. After giving students enough time to think and discuss business, come back as a group. Next, ask the students if any of their parents run a small business. If there are any, discuss what type of business, how long, what technology they used. Next, have students come up with businesses they would like to start. For homework, they must choose a small business. Next, write a paragraph persuading why they would like to run a business in that particular area.

### Evaluation/Assessment of Student's Competency

The student would be assessed on their paragraph describing why they could make a small business run in that particular area.

### Closure

Next, I would divide the student choices into different categories. If there are any students who like to start a business in the same area, see if they could work together. Describe how you will summarize/close this ALT and lead into the next one. What will students need to learn their business?

**No Separate Handouts.**

**No Appendix.**

# Topics on the Web-Based Classroom

## ALT two: How to run the Right Business

### Summary

The students will identify all the particular needs to run their chosen business. Students will learn the process

### Competencies

1. Using the Entrepreneur guidelines, the students will research everything they can find out about their business.

### Time

Give estimated time for completion in minutes or hours, 6-8 hours to research their business

### Materials

3. Paper and pencils
4. Computer w/internet access
5. Business white pages

### Instructions

First, using the Internet, search and find business already marketing your good/service. Next, look at and using the following entrepreneur guidelines find **how can I be learned** to satisfy each area below

- Land: what resources are needed to develop, to make, and to market your idea (product/service).
- Labor: what are any special needs (educational, certification, or training) of you and your employees to develop, make, and market your idea product/service.
- Capital: what will be your financing to get your business up and running.
- Entrepreneurship: what idea (product/service) is your business going to focus on to make a profit?

Finally, in writing (summary), they should evaluate their processes, judging their effectiveness, and their standards they established to operate their small business.

### Evaluation/Assessment of Student's Competency

The student would be assessed on their summary of the evaluation process, effectiveness process, and standards to operate their small business.

### Closure

Now that your small business project has been evaluated by your business standards. Next, is preparing your business for the upcoming entrepreneur fair.

**No Separate Handouts.**

**No Appendix.**

# Topics on the Web-Based Classroom

## ALT three: Presenting your business on the Internet

### Summary

The students will demonstrate and complete a web page for their small business for the upcoming entrepreneur fair.

### Competencies

1. Using the Entrepreneur guidelines, the students will build a web site for their product/service.

### Time

Give estimated time for completion in minutes or hours, 4-6 hours to build their business web site.

### Materials

6. Paper and pencils
7. Computer w/internet access
8. Web page software

### Instructions

First, using the web page software, build a web page for your business' good/service. Next, look at different elements of the web page to attract your target group. Finally, turn in a printed copy of your web page and a copy of your actual web page on floppy disk. Also in writing, write a narrative outlining your small business. It is to include what you found successful and what you found unsuccessful in building your small business

### Evaluation/Assessment of Student's Competency

The student would be assessed on their on their web page, their narrative, and their entrepreneur fair exhibit (how did the other students like or dislike their project).

### Closure

After entrepreneur fair, the students will present their project in an oral report to the class.

**No Separate Handouts.**

**No Appendix.**