Technology Applications For Business

Presented by:
Joanna Gillen: JHS 259
PARTICIPANTS WILL EXPLORE:

- 7th grade activity map
- Course outline
- Lessons and supporting instructional components.
- Best practices for facilitating this class.
COURSE OBJECTIVES

Projects are designed to develop skills in technology, communications, problem solving and critical thinking and are built around an entrepreneurial theme.

First half of the course focuses on technology skill development

Second half of the course focuses on working in teams to start a business venture and complete technology projects to support the company

Students will play the stock market game which will enable them to build a fundamental understanding of investing while reinforcing real-world skills and practice in math, English language arts, business and economics.
Students who complete the course will:

- Manage computer files
- Use word processing, spreadsheet, presentation, Web design software and direct-marketing software to create business documents and marketing materials for a new business
- Explore careers
- Discover their personal interests, skills and abilities as it relates to a career
- Develop planning, decision-making, technology and critical thinking skills when producing professional, real-world business documents
- Develop entrepreneurial skills and concepts
COURSE OUTLINE

Unit 1: Orientation

1.1 Introduction to the VE - JV Career Academy
1.2 Rules and Responsibilities of Using Technology
1.3 Organize & Maintain Files & Folders Using Google Drive

Unit 2: Using Word

2.1 Word Basics
2.2 Use Text Boxes, Images and Effects
2.3 Use Lines, Shapes and SmartArt
2.4 Use Templates
2.5 Work with Tables

Unit 3: Entrepreneurship

3.1 Traits of Successful Entrepreneurs
3.2 Advantages and Disadvantages of Being an Entrepreneur
3.3 Reasons a Business Succeeds or Fails

Unit 4: Using Excel

4.1 Introduction to Excel Basics
4.2 Enter and Format Values, Dates and Labels
4.3 Use Formulas & Functions/Work with Templates
4.4 Create Charts
4.5 Sort and Filter Data

Unit 5: Career Exploration

Unit 6: Establishing a Business Venture

Unit 7: Using Powerpoint

Unit 8: Marketing

Unit 9: Business Plan & Business Pitch

Unit 10: Personal Finance

2nd Half of the Year
Teacher Lesson Plan:

- Lesson Objectives
- "What Students Need to Know"
- New Words
- Technology Tips
- Project Pointers
- Timeframe
- Materials & Resources
- Development/ Activities/ Strategies
- Follow-up
- Mastery & Assessment

Lesson 2.1
Introduction to Word Basics

Objectives

Students will be able to:

- Start Word, and explore the Word window, ribbon, toolbar, and commands.
- Use spelling and grammar check.
- Apply line spacing and basic formatting to text.

Timeframe: 2 Days

Materials/Resources
- Microsoft Office
- Projector or Smart Board
- Internet Access
- Flash Drive
- Lanyard
- Labels
- 2.1 Student Activity Sheet – Basics
- 2.1 Data – Basics 1
- 2.1 Solution – Basics 1 Sample Solution
- 2.1 Data – Basics 2

Activities/Strategies/Development
- Microsoft Office Programs
  - Ask students, "What is Microsoft Office?" (A group of computer programs that you can use alone or together.)
  - Have students open Microsoft Office.
    - Point out that each computer program (Word, Excel, PowerPoint, Publisher, Access, Outlook) is identified by a unique icon (picture).
    - Explain that this class will focus on using Word, Excel, and PowerPoint, and that the upcoming graphics class will use AdobePhotoshop and Illustrator. Students will also learn to create a website later in the year.

Follow-up

Mastery & Assessment

What Students Need to Know

New Words:
- Font Color
- Font Face
- Font Size
- Justified Text
- Save As
- Subscript
- Superscript
- Technology

Technology Tips

Save As allows you to save a previously saved file under a different file name, in a different file format, or to a different location. The original file will remain intact.

Formatting allows you to change the appearance of text. Formatting includes text alignment, line spacing, font faces, font sizes, font colors, and highlighting.

Formatting can be applied before or after entering text.

Existing text must be selected before you can apply any changes to it. By either highlighting it or double-clicking the word you want to format.

Ctrl-click to select a sentence, or triple-click for a paragraph.

Superscripts are used to raise a letter above the line of type and subscripts are used to drop the letter below the line of type (for example, footnote), (1), 0).
WHAT STUDENTS NEED TO KNOW

TECHNOLOGY TIPS (cont.)

- Word checks text for spelling and grammatical errors as it is entered. Spelling errors are underlined in red, grammatical errors are underlined in green, and word usage errors are underlined in blue.

- Ways to correct spelling:
  - QuickCorrect: Right-click on the word and select the correct spelling from the list that displays:
    - Select Spelling and Grammar from the Tools menu to scan the entire document;
    - Click on the Proofing button on the Status Bar and Word will highlight an error and open a shortcut menu with suggested corrections.

STUDENT ACTIVITY SHEETS

Note: Since this is the first time students are completing activity sheets, it is recommended that you guide them through the entire project. In subsequent projects, students should be directed to complete them on their own. Point out that data provide students with data/text to manipulate/work with, and solution files provide students with a sample solution. Both data and solution files can be found on the VE-JV website.

- Have students insert their flash drive.
- Direct students to open 2.1 Student Activity Sheet - Basics from the VE-JV website. Display the activity sheet on the Smart Board and/or print out and distribute a copy to each student.

FOLLOW-UP

In the ON YOUR OWN activity, students will create a new Word document, enter text, and apply formatting.

MASTERY AND ASSESSMENT

In the CHALLENGE activity, students will write a paragraph about themselves and apply formatting to it.
2.1 Student Activity Sheet

In these projects, you will apply basic formatting to text and paragraphs.

WHAT YOU NEED TO KNOW
• Select (double-click or highlight) existing text first before applying formatting.
• Spelling errors are identified by a red line, grammatical errors are underlined in green, and usage errors are underlined in blue.

TRY IT OUT
1. Read through all the directions.
2. Open and review 2.1 Solution – Basics 1 Sample Solution.
3. Open 2.1 Data - Basics 1.
4. Save As s2.1 Basics 1.yourname.
5. Format each word in the list as directed.
6. Save and close the file.
7. Open 2.1 Data – Basics 2.
8. Save As s2.1 Basics 2.yourname.
9. Read the yellow highlighted instructions below Activities 1, 2, and 3 and complete the activities as directed.
10. Save and close the file.
1. Open a new blank document.
2. Set the font to Arial 11 point.
3. Enter each of the following on a separate line:
   a. Your first and last name
   b. Your nickname
   c. Your birth date
   d. A career that interests you
   e. Your best friend’s name
   f. Your hobby
   g. Your favorite snack food
   h. Your favorite TV show
   i. Your favorite class
5. Apply formatting to the information you created as follows:
   a. Bold your name.
   b. Italicize your nickname.
   c. Underline your birth date (use any style of underline you want).
   d. Increase the font size of the career that interests you by 2 points.
   e. Center your best friend’s name.
   f. Right-align your hobby.
   g. Change the font color of your favorite snack food.
   h. Highlight your favorite TV show.
   i. Add text effects to your favorite class.
   j. Left-align all the words.
   k. Bullet the list and sort in alphabetical order.
   l. Apply a border around your bulleted list.
6. Save the file: name it s2.1 Basicsme.yourname.
7. If time permits, complete the CHALLENGE. If not, close the file.

CHALLENGE
1. Write a paragraph about yourself below the bulleted list, which includes some of the answers on your list.
2. Double-space it.
3. Change the bullet style in the bulleted list to something other than a solid round dot.
4. Save and close the file.
OTHER FILES

- Resources - include materials to be displayed or provided to the students to support lesson objectives.
- Data files - allow learners to complete many of the activities without entering lengthy text.
- Solution files - provide teachers (and in some cases students) with an example of the end product.
- Rubric(s)

2.1 Word Basics [UNIT 2: USING WORD]

- 2.1 Teacher Lesson.pdf
- 2.1 Student Activity Sheet - Basics.pdf
- 2.1 Data - Basics.1 (1).docx
- 2.1 Data - Basics.2 (1).docx
- 2.1 Solution-Basics.1.pdf
- 2.1 Solution-Basics.2 (1).pdf
- 2.1 Solution-Basicsme-Sample-Solution.pdf
- 2.1 Video Tutorial
Students Made Portfolios to display their work from their year
  Sample 1
  Sample 2
  Sample 3

This is a portfolio of my greatest work! I know, mind blowing, right!! Here, you will get to see the work and masterpieces that I have created. Click here now to explore my portfolio.
## Lesson 2.2

In this lesson, we learned how to use text boxes in order to put text in different locations and rotate it in different ways.

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<table>
<thead>
<tr>
<th>Title</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Data - Announcement text Madeline Mayes</td>
<td>9/18/17 Madeline Mayes</td>
</tr>
<tr>
<td>s2.2 My Announcement Madeline Mayes</td>
<td>10/2/17 Madeline Mayes</td>
</tr>
<tr>
<td>s2.2 My Announcement Madeline 2</td>
<td>9/24/17 Madeline Mayes</td>
</tr>
</tbody>
</table>

---

**Lesson 2.4**

In lesson 2.4, the virtual enterprise students learned how to use and tweak pre-made templates to present information.
**International Toy Company**

**Budget for Quarter Ended March 31, 2015**

### Revenue:

- Net Sales: $535,653.00

### Cost of Goods Sold:

- Cost of Goods Sold: $357,876.00

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**Lesson 4.3**

In lesson 3, we had to learn to insert a function. We had to calculate gross profit using functions, which is net profit subtracted by cost of goods, total number money earned/spend, etc.

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**BUDGET OFFICE SUPPLIES**

<table>
<thead>
<tr>
<th>Vendor</th>
<th>Item Number</th>
<th>Description</th>
<th>Unit Cost</th>
<th>Quantity</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>AZ Office Supplies</td>
<td>PP-10</td>
<td>Portable Printer</td>
<td>109</td>
<td>3</td>
<td>$327.00</td>
</tr>
<tr>
<td>AZ Office Supplies</td>
<td>PC-10</td>
<td>PC Labtop</td>
<td>799</td>
<td>1</td>
<td>$799.00</td>
</tr>
<tr>
<td>AZ Office Supplies</td>
<td>IC</td>
<td>Ink Cartridges (4 Color Pack)</td>
<td>35</td>
<td>5</td>
<td>$175.00</td>
</tr>
<tr>
<td>AZ Office Supplies</td>
<td>TD-39</td>
<td>Thumb Drives (Box of 10)</td>
<td>40</td>
<td>2</td>
<td>$80.00</td>
</tr>
<tr>
<td>AZ Office Supplies</td>
<td>PR-12</td>
<td>Printer</td>
<td>199</td>
<td>3</td>
<td>$597.00</td>
</tr>
<tr>
<td>AZ Office Supplies</td>
<td>MR-93</td>
<td>Metal Ruler</td>
<td>1.5</td>
<td>15</td>
<td>$22.50</td>
</tr>
<tr>
<td>AZ Office Supplies</td>
<td>LY-11</td>
<td>Lanyards (Pkg of 25)</td>
<td>20</td>
<td>5</td>
<td>$100.00</td>
</tr>
<tr>
<td>AZ Office Supplies</td>
<td>HP-35</td>
<td>Hole Puncher</td>
<td>9.95</td>
<td>12</td>
<td>$119.40</td>
</tr>
<tr>
<td>Block Writing Tools</td>
<td>E209</td>
<td>Permanent Markers (Pkg of 25)</td>
<td>4.99</td>
<td>52</td>
<td>$259.48</td>
</tr>
<tr>
<td>Block Writing Tools</td>
<td>R938</td>
<td>Sharp Writer Pencils (Box of 12)</td>
<td>5.15</td>
<td>42</td>
<td>$216.30</td>
</tr>
<tr>
<td>Paper Palence</td>
<td>F3-B37</td>
<td>Pocket Folders (Box of 100)</td>
<td>25</td>
<td>2</td>
<td>$50.00</td>
</tr>
<tr>
<td>Paper Palence</td>
<td>S9-282</td>
<td>Mailing Envelopes (Box of 100)</td>
<td>15</td>
<td>4</td>
<td>$60.00</td>
</tr>
<tr>
<td>Paper Palence</td>
<td>PC-125</td>
<td>Desk Paper Calendar</td>
<td>8.85</td>
<td>1</td>
<td>$8.85</td>
</tr>
<tr>
<td>Paper Palence</td>
<td>PB-222</td>
<td>Post It Pads (Pkg of 12)</td>
<td>8.45</td>
<td>7</td>
<td>$59.15</td>
</tr>
<tr>
<td>Paper Palence</td>
<td>L3-936</td>
<td>1&quot; White Binder (Each)</td>
<td>1.99</td>
<td>8</td>
<td>$15.92</td>
</tr>
<tr>
<td>Paper Palence</td>
<td>MB-383</td>
<td>Printer Paper (Ream)</td>
<td>3.45</td>
<td>32</td>
<td>$110.40</td>
</tr>
</tbody>
</table>

**Grand Total:** $3,000.00

**Number of items:** 194
Weekly Sales by Salesperson
For Month of December 2015

<table>
<thead>
<tr>
<th>Week Ending</th>
<th>Altman</th>
<th>Diaz</th>
<th>Olson</th>
<th>Pierce</th>
<th>Ryan</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/5/2015</td>
<td>$1,540.00</td>
<td>$1,854.00</td>
<td>$3,222.00</td>
<td>$2,876.00</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>12/10/2015</td>
<td>$1,100.00</td>
<td>$856.23</td>
<td>$1,976.00</td>
<td>$654.56</td>
<td>$1,846.00</td>
</tr>
<tr>
<td>12/17/2015</td>
<td>$567.00</td>
<td>$777.77</td>
<td>$1,287.00</td>
<td>$2,569.50</td>
<td>$1,234.87</td>
</tr>
<tr>
<td>12/24/2015</td>
<td>$987.50</td>
<td>$1,345.54</td>
<td>$876.50</td>
<td>$1,900.00</td>
<td>$3,180.00</td>
</tr>
<tr>
<td>12/31/2015</td>
<td>$1,675.00</td>
<td>$1,234.00</td>
<td>$2,121.21</td>
<td>$712.00</td>
<td>$843.75</td>
</tr>
<tr>
<td>Totals</td>
<td>$5,869.50</td>
<td>$6,067.54</td>
<td>$9,482.71</td>
<td>$8,712.06</td>
<td>$9,104.62</td>
</tr>
<tr>
<td>Highest</td>
<td>$1,675.00</td>
<td>$1,234.00</td>
<td>$2,121.21</td>
<td>$712.00</td>
<td>$843.75</td>
</tr>
<tr>
<td>Lowest</td>
<td>$567.00</td>
<td>$777.77</td>
<td>$876.50</td>
<td>$654.56</td>
<td>$843.75</td>
</tr>
<tr>
<td>Bonus</td>
<td>$117.39</td>
<td>$121.35</td>
<td>$189.65</td>
<td>$174.24</td>
<td>$182.09</td>
</tr>
</tbody>
</table>

Answers:

5a. Ryan had a consistently increased sales.

5b. Olson received the highest bonus.

5c. No, Ryan did not receive the highest bonus. Olson did.

5d. Ryan because he got a increase on his weekly sales.

Totals:
- Altman: 15.0%
- Diaz: 15.5%
- Olson: 9.1%
- Pierce: 22.2%
- Ryan: 23.2%
In this unit we look at careers that we would be interested in, we did research on jobs that we were previously interested in then we did research on jobs that our personality, values, and other perspectives of ourselves that would enjoy it or fit in the best.

Here we did research on a career that we were interested in, I chose a robotics engineer because I've had a strong interest in robots since I was 8 (even if it seems like a short time, it was at the age of early development for hobbies, Hooray for sociology!)

Here we did test and researched things about ourselves, filled a chart, then made a report on what we did. Currently I'm hoping we don't have to do an oral presentation. (I was notified that we are not, Yes!, just imagine saying links out loud)
7th Grade Competition

Unit 6: Establishing a Business
- 6.1: Work as a team
- 6.2: Brainstorm a Business
- 6.3: Determine Product & Name
- 6.4: Price the Product
- 6.5: Write Mission Statement
- 6.6: Prepare a Budget
- 6.7: Prepare Income Statement
- 6.8: Create a Logo
- 6.8: Develop a Tagline
- 6.9: Stationary and Business Cards

Unit 8: Marketing
- 8.1 Principles of Marketing
- 8.2 Advertising & Promoting Your Product
- 8.3 Create Marketing Materials: Advertisement, Brochure, Product Catalog
- 8.4 Develop Marketing Materials: Website

Unit 9: Business Plan/Pitch
- 9.1 Construct a Business Plan
- 9.2 Deliver a Business Pitch Presentation
Business Pitch

- 2 Teams per school
- 2 Minutes to Present

---

<table>
<thead>
<tr>
<th>COMPONENT &amp; EXPLANATION</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>10%</td>
</tr>
<tr>
<td>• Introduction- A compelling opening that attracts the viewers’ attention and outlines the purpose of the presentation.</td>
<td></td>
</tr>
<tr>
<td>Problem</td>
<td>10%</td>
</tr>
<tr>
<td>• Company Overview- In 1-2 sentences, explain what the business does to solve a problem, or fulfill consumers’ needs.</td>
<td></td>
</tr>
<tr>
<td>Solution</td>
<td>10%</td>
</tr>
<tr>
<td>• In 1-2 sentences, explain how the business has, or will solve a problem and fulfill consumers’ needs.</td>
<td></td>
</tr>
<tr>
<td>Business Model</td>
<td>15%</td>
</tr>
<tr>
<td>• In 1-2 sentences, discuss how the business makes money or generates revenue.</td>
<td></td>
</tr>
<tr>
<td>• How is this firm unique and different?</td>
<td></td>
</tr>
<tr>
<td>Product Information</td>
<td>15%</td>
</tr>
<tr>
<td>• Product- Explain what your firm sells.</td>
<td></td>
</tr>
<tr>
<td>• Price- Explain what your firm charges and how you determined the price(s).</td>
<td></td>
</tr>
<tr>
<td>Projections and Milestones</td>
<td>10%</td>
</tr>
<tr>
<td>• Explain the goals you planned to achieve and when you accomplished them (or expect to).</td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td>10%</td>
</tr>
<tr>
<td>• Identify a clear strategy to ending the conversation.</td>
<td></td>
</tr>
<tr>
<td>Please see reversed side for the remaining rubric.</td>
<td></td>
</tr>
<tr>
<td>Quality of Oral Delivery</td>
<td>10%</td>
</tr>
<tr>
<td>• Persuasive, engaging; articulate, correct grammar and pronunciation; avoids use of slang and fillers (uh, like, you know, etc.)</td>
<td></td>
</tr>
<tr>
<td>• Appropriate voice projection or use of microphones.</td>
<td></td>
</tr>
<tr>
<td>Feasibility</td>
<td>10%</td>
</tr>
<tr>
<td>• I would invest in this company (5 points)</td>
<td></td>
</tr>
<tr>
<td>• I would consider investing in this company, but need more detail or further development (3 points)</td>
<td></td>
</tr>
<tr>
<td>• I would not invest in this company (0 points)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>
CONNECTIONS WITH MATH

LESSONS WITH CORRELATING STANDARDS

<table>
<thead>
<tr>
<th>Number of Shirts</th>
<th>Total Cost</th>
<th>Cost per Shirt</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>$129.90</td>
<td>$12.99</td>
</tr>
<tr>
<td>15</td>
<td>$134.85</td>
<td>$12.99</td>
</tr>
<tr>
<td>20</td>
<td>$259.80</td>
<td>$12.99</td>
</tr>
<tr>
<td>25</td>
<td>$324.75</td>
<td>$12.99</td>
</tr>
<tr>
<td>30</td>
<td>$389.70</td>
<td>$12.99</td>
</tr>
<tr>
<td>35</td>
<td>$454.65</td>
<td>$12.99</td>
</tr>
<tr>
<td>40</td>
<td>$519.60</td>
<td>$12.99</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Shirts</th>
<th>Total Cost</th>
<th>Cost per Shirt</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>$169.90</td>
<td>$16.99</td>
</tr>
<tr>
<td>15</td>
<td>$214.85</td>
<td>$14.32</td>
</tr>
<tr>
<td>20</td>
<td>$259.80</td>
<td>$12.99</td>
</tr>
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<td>25</td>
<td>$304.75</td>
<td>$12.19</td>
</tr>
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<td>30</td>
<td>$349.70</td>
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<td>35</td>
<td>$394.65</td>
<td>$11.28</td>
</tr>
<tr>
<td>40</td>
<td>$439.60</td>
<td>$10.99</td>
</tr>
</tbody>
</table>

Bob's Bright Designs

<table>
<thead>
<tr>
<th># of Hours</th>
<th>Amount Earned</th>
<th>Constant Rate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>36</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>54</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>72</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>90</td>
<td>18</td>
</tr>
</tbody>
</table>

Company A charges $18 per hour.

<table>
<thead>
<tr>
<th># of Hours</th>
<th>Amount Earned</th>
<th>Constant Rate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>2</td>
<td>48</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>59</td>
<td>19.666666667</td>
</tr>
<tr>
<td>4</td>
<td>72</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>85</td>
<td>17</td>
</tr>
</tbody>
</table>

Company B charges a flat fee of $20 plus $13 per hour.

---

Company A

<table>
<thead>
<tr>
<th># of Hours</th>
<th>Amount Earned</th>
<th>Constant Rate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>#DIV/0!</td>
</tr>
</tbody>
</table>

Company B

<table>
<thead>
<tr>
<th># of Hours</th>
<th>Amount Earned</th>
<th>Constant Rate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>20</td>
<td>#DIV/0!</td>
</tr>
</tbody>
</table>

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Graphs illustrating proportional relationships for Bob's Bright Designs and Shirts Supreme companies.
BEST PRACTICES

Pacing
¶ Be Flexible!

Grading Ideas
¶ 4 point system

Organization
¶ Canvas
¶ Google
¶ Portfolios

Other Resources
• Edpuzzle – has video lessons for tech tools
• Kahoot/Quizizz – has quiz games premade about tech tools

Your Tips!
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TIPS FOR THE TEACHERS!

- From the moment they step into your classroom for VE they are no longer children, they are adults.
- You can't always be on top of them unless needed.
- You can do the lessons if you want to as well! They can be fun and challenging.
- It will be a fun experience so enjoy!

- Briana Grijalva
CAPSTONE PROJECT

Sample 1