

# Education component unit essay

[Business](#), [Marketing](#)



Institute

SIOP lesson plan template 1

Standard: Listening and Speaking

Theme: County vocational education

Lesson Topic: Component Unit

Objective: Language

Explain the meaning and importance of component unit Express significance of county vocational education in 5 to 8 word utterances, by referring to the key vocabulary along side with descriptive words such as promotes, encourages, appoints, and cooperates. Describe the formation, and establishment of county vocational education.

Content:

The student will be able to identify and explain services provided by component unit.

The student will distinguish between, basic constituents of component units

The student will make an online search of the functions of the component unit to the primary government.

The student will be capable of compiling a complete list of county vocational education schools in their surroundings.

Learning strategies:

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The teacher and students will engage in a read a section of component unit resources together.

Together, they will come up with five words or more words that are most significant in understanding the component unit concept.

With the teachers help, they will write a summary of the topic using the words selected. The process is to be repeated keeping in mind the concepts.

In writing the conclusion, a topic sentence is included at the start of the summary sentences.

Key vocabulary: Discretely presented component unit, Primary government, Cash flow, Component unit criteria, and financial report entry

Material: Computer, Word cards, Charts, Projector, Paper, and Pencils

Motivation: Students will be motivated by visiting some of the wings of the government that relate with the component units; for example, those that fund them. They will be allowed to share their experiences, using power point presentation to help them broaden their knowledge on the concept. They will finally be engaged in a constructive debate on issues covering county vocational education (Jastia Inc, 2006).

Presentation: This is lesson plan is cumulative, in the sense that it encompasses participation and application relating to daily endeavors. The presentation is a power point presentation, which starts with a review of relevant concepts, routine identification of explanation key vocabulary and then restating of knowledge and the new concepts. Teacher uses this opportunity to present, rephrase, and model new speaking vocabulary.

**Practice and Application:** In the course of the presentation, additional related activity will be added to help students understand the concept. Crossword puzzles, picture slides, and word search may be used.

**Review and Assessment:** Students will share with the class their completed work, by displaying their notes around the room. Skill assessment is graded through gestures and verbal responses to questions about the taught vocabulary.

**Extension:** This lesson can be extended by extensive internet search of related issues. Curriculum and language goals can also be extended through instruction articles, books, and literature.

SIOP lesson plan template 2

Standard: Listening and Speaking

Theme: County special services

Lesson Topic: Component Unit

Objective: Language

Relate county special services with the importance of component unit express its significant role in a few words. The sentences are to be made with reference to the key vocabulary along with descriptive words.

Content:

The student will outline services provided by Special County, its basic constituents and the people it serves.

The student will be able to compile a complete list of special county services in relation to schools.

Learning strategies:

Together, they will come up with some words that are most significant in understanding the component unit concept.

Key vocabulary: Disabled School district, needs, and Special services

Material: Computer, Word cards, Charts, Projector, Paper and Pencils.

Motivation: Students will be allowed to share their experiences. They will finally be involved in interactive sessions with students from the county special services schools and other schools (Holly, 2008).

Presentation: The presentation is power point based, and starts with a review of relevant concepts, routine identification of explanation key vocabulary and then restating of knowledge and the new concepts.

Practice and Application: Additional related activity will be added to help students understand the concept. Crossword puzzles, and picture slides, and may be used.

Review and Assessment: Skill assessment is measured through gestures and verbal responses to questions about the taught vocabulary

Extension: This lesson can be extended by extensive internet search of related issues. Curriculum and language goals can also be extended through instruction articles, books, and literature.

SIOP lesson plan template 3

Standard: Listening and Speaking

Theme: Type I school districts

Lesson Topic: Component Unit

Objective: Language

To make the students understand the impotence of type I school districts. They are to use the given vocabulary to explain their institution and funding.

Content:

The student will describe the basic constituents of type I school districts.

The student will make an online search of the functions of the components of type I school districts with respect to government funding.

Learning strategies: The teacher and students will engage in a read a section of type I school districts related articles.

Together, they will come up with a number of words that are most significant in understanding what type I school districts are.

Key vocabulary: Combining statement, School district, Blended component units, Financial Data Schedule

Material: Computer, Word cards, Charts, Projector, Paper and Pencils.

Motivation: Students will be allowed to share their experiences, using power point presentation to help them broaden their knowledge on the concept. They will finally be engaged in a constructive debate on issues covering type I school districts (Christie, 2010).

Presentation: The presentation and illustration is power point based.

Tangible examples can be used if available.

Practice and Application: During the presentation, additional related activity will be added to help the students have a perfect picture of type I school districts. Crossword puzzles, picture slides, and word search may be used.

Review and Assessment: After the students have, completed work, they will share with the class by displaying their notes around the classroom.

Students' skills will be assessed through their response to questions about the taught vocabulary.

Extension: This lesson can be extended by extensive internet search of related issues. Curriculum and language goals can also be extended through instruction articles, books, and literature.

## **References**

Christie, C. (2010). GASB 34 Implementation for Component Unit. State of New Jersey,

Department of Education. Retrieved from

[http://www.nj.gov/education/finance/fp/gasb34/component\\_unit.shtml](http://www.nj.gov/education/finance/fp/gasb34/component_unit.shtml)

Holly, N. J. (2008). Special services School District. Burlington County.

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