

## Business & Society w/LAUNCH

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| <b>CURRICULUM/CONTENT AREA</b>                       | <b>COURSE LENGTH</b>       |
| Business   | 1 semester                 |
| <b>GRADE LEVEL</b>                                   | <b>DATE LAST REVIEWED</b>  |
| 12   | 2022                       |
| <b>PREREQUISITE(s) if applicable</b>                 | <b>BOARD APPROVAL DATE</b> |
| Successful completion of a LAUNCH strand as a Junior | 11/15/2022                 |
| <b>PRIMARY RESOURCE if applicable</b>                |                            |
| NA   |                            |

## DESIRED RESULTS

### COURSE DESCRIPTION AND PURPOSE

Students will engage in profession based experiences in a dynamic business like setting. Students will apply business strategy to projects that require collaborative teams to solve problems and communicate results to business and industry partners. LAUNCH 2.0 students will gain skills in ethics, stakeholder management, project management and global/cultural awareness that will prepare them for 21st-century workplaces. This dual credit course focuses on an integrated understanding of sources of competitive/strategic advantage derived from corporate citizenship in the public policy, social, economics, and ecological environments.

### ENDURING UNDERSTANDINGS

Students will understand that...

Creativity, innovation, and critical thinking are essential for success in a technologically advanced world.

The ability to communicate and collaborate with people with diverse backgrounds and perspectives is key to participation in a global economic society.

### ESSENTIAL QUESTIONS

Students will keep considering...

Why is creativity and innovation important? How is creativity and innovation used in [name of career pathway]?

How do teams efficiently and effectively solve problems in an increasingly complex world?

What strategies and processes can I use to become a more effective creator, thinker and problem solver?

Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?

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|   | <p>What is effective teamwork? What strategies can I use/teams use to work better together? How can perspectives and experiences of a diverse group develop innovative solutions to a given problem?</p> |
| <p>Career and technical education provides pathways to high-demand, high-wage career opportunities, and personal fulfillment.</p> | <p>Why is career and life readiness important? What jobs and careers are available to meet individual and societal needs locally, regionally, and nationally?</p>  |
|   | <p>How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?</p>  |
|   | <p>What are employability skills? How do I prepare myself for a career that is in demand now and in 5, 10, or 20 years from now?</p>   |

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| <p><b>PRIORITY CAREER &amp; TECHNICAL STANDARDS</b></p>   |  |
| <p>Students will be skilled at...</p>   |  |
| <p><b>Creativity, Critical Thinking, Communication and Collaboration</b><br/> <b>4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.</b><br/> a: I develop effective resolutions for a given problem, decision or opportunity using available information.<br/> b: I develop and implement a resolution for a new situation using personal knowledge and experience.</p>   |  |
| <p><b>Career Development</b><br/> <b>CD4: Students will identify and apply employability skills.</b><br/> a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.<br/> b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.<br/> c: I identify and exhibit traits for retaining employment.<br/> d: I develop positive relationships with others.</p>   |  |
| <p><b>Information, Media, Technology</b><br/> <b>IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.</b><br/> a: I choose appropriate sources of data and information for a given purpose.<br/> b: I determine the relevance, validity and timeliness of data and information.<br/> c: I select relevant information necessary for making decisions and solving problems<br/> d: I apply data and information to communicate ideas and create new opportunities.</p> |  |
| <p><b>PRIORITY CONTENT STANDARDS</b></p>  |  |
| <p>Students will know...</p>  |  |

Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.

Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.

Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.

| Potential INDUSTRY-RECOGNIZED CREDENTIALS (IRCs)<br>Opportunities associated with the course | Potential WORK BASED LEARNING (WBL) opportunities associated with the course |
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|  | LAUNCH Program   |
|  | Applicable CTSOs (Career & Technical Student Organizations)                  |
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| Potential DUAL CREDIT Opportunities associated with the course                               |  |
| UWM - Bus Adm 200  |  |
|  |  |

| Unit 1: Business Law & Ethics  |   |  |
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| STAGE 1: Desired Unit Results<br>What will students understand as a result of the unit?  |   | STAGE 2: Assessment Evidence<br>By what criteria will performances of understanding be assessed?<br>Through what authentic performance tasks will students demonstrate the desired unit results?   |
| ESSENTIAL QUESTION (s)<br>What thought-provoking questions will foster inquiry, understanding, and transfer of learning?   |   | <b>Success Criteria with Standards</b><br>The criteria for evaluating performance on standards is constant.  |
| How do I use my resources to develop a position on issues facing society?  |   | CTE standards-based Rubric: Throughout course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.   |
| How can I effectively manage an event/service/product opportunity from inception to implementation?  |   |  |
| How can various communication formats be used to express messages to an intended audience?   |   |  |
| PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets   |   | <b>Performance Tasks Options/ Assessment Strategies by Standard</b><br>Students may be given options to show their learning in varied ways.  |
| <b>Creativity, Critical Thinking, Communication and Collaboration</b><br><b>4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.</b>   |   | Students are going to write a brief, sourced, paper that explores the historical origins of one of the many contentious issues related to business & industry. Your objective is to present a current issue in business & industry, explain how we got here, and to speculate on where we're going.<br><br>As you will understand after looking at the parameters, this will necessarily be an overview, rather than an in-depth examination of the issue, but within the bounds of the topic you select, you will be expected to be thorough, accurate, and logical.<br><br>Step 1- Find a current issue of contention that concerns business & industry and that you think can trace its roots.<br><br>Step 2- Do the research necessary to write a description of the current situation, and to accurately and objectively characterize the sides of the issue. This is not an argumentative piece; your goal is to explain, not to persuade.<br><br>Step 3- Report out your research in an annotated bibliography. Sample Annotated Bibliography (Links to an external site.)<br><br>Step 4- Research the history of this issue as far back as you can. Find evidence about historical trends, events, movements, etc. that you believe to be part of the "story" of this issue.<br><br>Step 5- Search for sources of information that will help you predict where this issue is heading. This is really the "thesis" of this assignment. "Sources of information" might include a wide range of possibilities, including real, live human beings. |
| a: I develop effective resolutions for a given problem, decision or opportunity using available information.   | 4C2.a.11.h: I can determine the information needed to address an identified problem.                            |  |
|  | 4C2.a.12.h: I can contrast the benefits and drawbacks of various proposed resolutions to a given situation.     |  |
|  | 4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.    |  |
|  | 4C2.a.14.h: I can analyze the impact of a decision using a systems thinking model.                              |  |
|  | 4C2.a.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria. |  |
|  | C2.a.16.h: I can defend an action taken or a decision implemented.  |  |
| b: I develop and implement a resolution for a new situation using personal knowledge and experience.   | 4C2.b.5.h: I can apply past experience to develop a course of action for a new situation.                       |  |
|  | 4C2.b.6.h: I can use existing knowledge to develop a resolution for a new situation, problem or opportunity.    |  |
| <b>Information, Media, Technology</b><br><b>IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.</b> |   |  |
| a: I choose appropriate sources of data and information for a given purpose.   | IMT1.a.6.h: I can justify the selection of various information sources for a given purpose.                     |  |
|  | IMT1.a.7.h: I can explain the level of objectivity for a given source of information.                           |  |
|  | IMT1.a.8.h: I can model how raw data can be applied differently to support opposing arguments or premises.      |  |
| b: I determine the relevance, validity and timeliness of data and information.   | IMT1.b.7.h: I can use raw data and information appropriately to support an argument, idea or initiative.        |  |

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|  | <p>IMT1.b.8.h: I can compare and contrast validity of information from electronic and non-electronic sources.</p> <p>IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.</p>  | Step 6- Present a final, culminating piece that combines the findings reported in Steps 2, 4, and 5.  |
| c: I select relevant information necessary for making decisions and solving problems   | <p>IMT1.c.5.h: I can defend a solution or conclusion using appropriate data and information.</p> <p>IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.</p>  |   |
| d: I apply data and information to communicate ideas and create new opportunities.   | <p>IMT1.d.6.h: I can defend a proposal for a new product or service based on data and information analysis.</p> <p>IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.</p> <p>IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.</p>   |   |
| <b>PRIORITY CONTENT STANDARDS &amp; Learning Targets</b>   |  |   |
| <b>Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.</b>  | <p>I can respectfully talk with my classmates about our work.</p> <p>I can present professionally</p>  | <p>Students are going to write a brief, sourced, paper that explores the historical origins of one of the many contentious issues related to business &amp; industry. Your objective is to present a current issue in business &amp; industry, explain how we got here, and to speculate on where we're going.</p> <p>As you will understand after looking at the parameters, this will necessarily be an overview, rather than an in-depth examination of the issue, but within the bounds of the topic you select, you will be expected to be thorough, accurate, and logical.</p> <p>SEE ABOVE</p> |
| <b>Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.</b>  | <p>Compare various codes of ethics and their relevance to the corporate structure</p> <p>Evaluate the ethical and legal implications of a business not abiding by a code of ethical behavior</p>   |   |
| <b>Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.</b>  | <p>Compare and contrast the ethical systems of different cultures</p> <p>Analyze global organizations that promote and guide ethical behavior</p>  |   |
| <b>Stage 3: Learning Activities</b>  |  |   |
| A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?   |  |   |
| <b>GUIDING UNIT QUESTIONS</b><br>Using Costas' Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning | <b>STRATEGIES/ACTIVITIES</b><br>What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students. | <b>RESOURCES/MATERIALS</b><br>This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such as PLTW), etc.   |
| ✓ What are my personal ethics?   | Videos, self reflection questions, readings, and a culminating research project.   | <a href="https://ethics.org.au">https://ethics.org.au</a> (on Canvas)<br><br><a href="#">A framework for leaders (HBR)</a>  |
| ✓ How does my personal code of ethics influence my professional one?   |  |   |
| ✓ How might I use ethics more deliberately in my decision making?  |  |   |
|  | Students will ultimately share their findings with their network via LinkedIn  |   |

**Unit 2: Business & Its Stakeholders**

| STAGE 1: Desired Unit Results<br>What will students understand as a result of the unit?  |   | STAGE 2: Assessment Evidence<br>By what criteria will performances of understanding be assessed?<br>Through what authentic performance tasks will students demonstrate the desired unit results?  |
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| ESSENTIAL QUESTION (s)<br>What thought-provoking questions will foster inquiry, understanding, and transfer of learning?   |   | <b>Success Criteria with Standards</b><br>The criteria for evaluating performance on standards is constant.   |
| How do I use my resources to develop a position on issues facing society?  |   | CTE standards-based Rubric: Throughout course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.  |
| How can various communication formats be used to express messages to an intended audience?   |   |   |
| PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets   |   | <b>Performance Tasks Options/ Assessment Strategies by Standard</b><br>Students may be given options to show their learning in varied ways.   |
| <b>Creativity, Critical Thinking, Communication and Collaboration</b><br><b>4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.</b>   |   | Students will chose a business best seller from this list:<br>The Four<br>Forces for Good<br>Originals: How Non-Conformists Move the World<br>Start with Why<br>First, Break All The Rules<br>Give & Take<br>Good to Great<br>Kill the Company<br>Switch<br>The First 90 Days<br>Work Rules!<br><br>Each week, students will share out what they have read/learned using <a href="#">this template</a><br><br>Once students have completed reading the book of their choice, they will a company and stakeholder target market. Sell the book you read to that stakeholder - this should be persuasive!<br><br>Cover the following:<br>- What is the book about?<br>- Who is the stakeholder you are addressing?<br>- What are the positives about the book?<br>- How would you address the objectives this stakeholder would have? |
| a: I develop effective resolutions for a given problem, decision or opportunity using available information.   | 4C2.a.11.h: I can determine the information needed to address an identified problem.                            |   |
|  | 4C2.a.12.h: I can contrast the benefits and drawbacks of various proposed resolutions to a given situation.     |   |
|  | 4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.    |   |
|  | 4C2.a.14.h: I can analyze the impact of a decision using a systems thinking model.                              |   |
|  | 4C2.a.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria. |   |
|  | C2.a.16.h: I can defend an action taken or a decision implemented.  |   |
| b: I develop and implement a resolution for a new situation using personal knowledge and experience.   | 4C2.b.5.h: I can apply past experience to develop a course of action for a new situation.                       |   |
|  | 4C2.b.6.h: I can use existing knowledge to develop a resolution for a new situation, problem or opportunity.    |   |
| <b>Information, Media, Technology</b><br><b>IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.</b> |   |   |
| a: I choose appropriate sources of data and information for a given purpose.   | IMT1.a.6.h: I can justify the selection of various information sources for a given purpose.                     |   |
|  | IMT1.a.7.h: I can explain the level of objectivity for a given source of information.                           |   |
|  | IMT1.a.8.h: I can model how raw data can be applied differently to support opposing arguments or premises.      |   |

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| b: I determine the relevance, validity and timeliness of data and information.   | IMT1.b.7.h: I can use raw data and information appropriately to support an argument, idea or initiative.   | <b>Performance Tasks Options/ Assessment Strategies by Standard</b><br>Students may be given options to show their learning in varied ways.   |
|  | IMT1.b.8.h: I can compare and contrast validity of information from electronic and non-electronic sources.   |   |
|  | IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.   |   |
| c: I select relevant information necessary for making decisions and solving problems   | IMT1.c.5.h: I can defend a solution or conclusion using appropriate data and information.  |   |
|  | IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.  |   |
| d: I apply data and information to communicate ideas and create new opportunities.   | IMT1.d.6.h: I can defend a proposal for a new product or service based on data and information analysis.   |   |
|  | IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.  |   |
|  | IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.   |   |
| <b>PRIORITY CONTENT STANDARDS &amp; Learning Targets</b>   |  |   |
| <b>Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.</b>  | - Critique different ideas and values while leveraging social and cultural differences to increase innovation, new ideas and quality of work<br>- Assess how respect and appreciation for individual and cultural and cultural differences impacts group processes.  | See above   |
| <b>Stage 3: Learning Activities</b>  |  |   |
| A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?   |  |   |
| <b>GUIDING UNIT QUESTIONS</b><br>Using Costas' Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning | <b>STRATEGIES/ACTIVITIES</b><br>What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students. | <b>RESOURCES/MATERIALS</b><br>This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.  |
| ✓ How do I know who the stakeholders are for a decision?<br>✓ How can I design a solution with the user/stakeholder in mind?   |  | <a href="#">Basics of Stakeholder Management</a><br><a href="#">Course Hero Stakeholder Management</a><br><a href="#">Stakeholder Map</a><br><a href="#">Transforming Healthcare for Children &amp; Their Families</a><br><a href="#">5 Questions to Identify Key Stakeholders</a><br><a href="#">Pear Deck Companion to 5 Questions Article</a><br><a href="#">Share out via Canvas discussion board</a> |

| Unit 3: Project Management   |  |
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| STAGE 1: Desired Unit Results<br>What will students understand as a result of the unit?  | STAGE 2: Assessment Evidence<br>By what criteria will performances of understanding be assessed?<br>Through what authentic performance tasks will students demonstrate the desired unit results?   |
| ESSENTIAL QUESTION (s)<br>What thought-provoking questions will foster inquiry, understanding, and transfer of learning?   | Success Criteria with Standards<br>The criteria for evaluating performance on standards is constant.   |
| <p>How do I use my resources to develop a position on issues facing society?</p> <p>How can I work creatively and productively as part of a team?</p> <p>How can I effectively manage an event/service/product opportunity from inception to implementation?</p> <p>How can my team make use of our collective talents to successfully achieve team goals?</p> <p>How can various communication formats be used to express messages to an intended audience?</p> | <p>CTE standards-based Rubric: Throughout course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.</p>  |
| PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets   | Performance Tasks Options/ Assessment Strategies by Standard<br>Students may be given options to show their learning in varied ways.   |
| <p><b>Creativity, Critical Thinking, Communication and Collaboration</b><br/> <b>4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.</b></p>  |  |
| <p>a: I develop effective resolutions for a given problem, decision or opportunity using available information.</p>  | <p>In the Project Management Unit, LAUNCH students will be working on client problem statements. All LAUNCH projects include the following:</p> <ul style="list-style-type: none"> <li>- Define the problem</li> <li>- Create a project plan</li> <li>- Onboard the client</li> <li>- Weekly team iterations</li> <li>- Weekly coach meetings</li> <li>- Deliverable to client</li> <li>- Final presentation</li> <li>- Share out</li> </ul> |
| 4C2.a.11.h: I can determine the information needed to address an identified problem.   |  |
| 4C2.a.12.h: I can contrast the benefits and drawbacks of various proposed resolutions to a given situation.  |  |
| 4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.   |  |
| 4C2.a.14.h: I can analyze the impact of a decision using a systems thinking model.   |  |
| 4C2.a.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria.  |  |
| C2.a.16.h: I can defend an action taken or a decision implemented.   |  |
| b: I develop and implement a resolution for a new situation using personal knowledge and experience.   |  |
| 4C2.b.5.h: I can apply past experience to develop a course of action for a new situation.  |  |
| 4C2.b.6.h: I can use existing knowledge to develop a resolution for a new situation, problem or opportunity.   |  |
| <p><b>Career Development</b><br/> <b>CD4: Students will identify and apply employability skills.</b></p>   |  |
| <p>a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.</p>   | <p>CD4.a.6.h: I can evaluate how selfdiscipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status.</p>   |

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|  | CD4.a.7.h: I can assess how flexibility and willingness to learn new knowledge and skills affect employment status.                               |
|  | CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.  |
|  | CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster's pathways.   |
|  | CD4.a.10.h: I can manage work roles and responsibilities to balance them with other life roles and responsibilities.                              |
| b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.   | CD4.b.5.h: I can use multiple resources to locate job opportunities.  |
|  | CD4.b.6.h: I can prepare a resume, cover letter, employment application.  |
|  | CD4.b.7.h: I can employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.           |
| c: I identify and exhibit traits for retaining employment.   | CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.  |
|  | CD4.c.5.h: I can maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.                     |
|  | CD4.c.6.h: I can complete required employment forms and documentation.  |
|  | CD4.c.7.h: I can summarize key activities necessary to retain a job in an industry.   |
| d: I develop positive relationships with others.   | CD4.d.5.h: I can participate in cocurricular and community activities to enhance the school experience.   |
|  | CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.  |
|  | CD4.d.7.h: I can examine the skills required to enable students to successfully transition to postsecondary opportunities.                        |
|  | CD4.d.8.h: I can use a systematic approach to academic and career planning for students to achieve their learning, socio-cultural and work goals. |
| <b>Information, Media, Technology</b><br><b>IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.</b> |   |
| a: I choose appropriate sources of data and information for a given purpose.   | IMT1.a.6.h: I can justify the selection of various information sources for a given purpose.   |

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|  | <p>IMT1.a.7.h: I can explain the level of objectivity for a given source of information.</p> <p>IMT1.a.8.h: I can model how raw data can be applied differently to support opposing arguments or premises.</p>   |   |
| b: I determine the relevance, validity and timeliness of data and information.   | <p>IMT1.b.7.h: I can use raw data and information appropriately to support an argument, idea or initiative.</p> <p>IMT1.b.8.h: I can compare and contrast validity of information from electronic and non-electronic sources.</p> <p>IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.</p>  |   |
| c: I select relevant information necessary for making decisions and solving problems   | <p>IMT1.c.5.h: I can defend a solution or conclusion using appropriate data and information.</p> <p>IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.</p>  |   |
| d: I apply data and information to communicate ideas and create new opportunities.   | <p>IMT1.d.6.h: I can defend a proposal for a new product or service based on data and information analysis.</p> <p>IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.</p> <p>IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.</p>   |   |
| <b>PRIORITY CONTENT STANDARDS &amp; Learning Targets</b>   |  | <b>Performance Tasks Options/ Assessment Strategies by Standard</b> |
|  | Students may be given options to show their learning in varied ways.   |   |
| <b>Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.</b>  | <p>Create a schedule and track progress and results</p> <p>Prioritize tasks, define objectives, and produce deliverables</p> <p>Exhibit skills such as empowerment, risk-taking, communication, focusing on results, decision-making, problem-solving and investment in individuals when leading a group in solving a problem.</p> <p>Demonstrate dispositions such as innovation, intuition, adaptation, lifelong learning and coachability to develop leadership potential over time</p> |   |
| <b>Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.</b>  | Engage in a decision-making process that includes selecting and using data, suggesting possible alternatives, predicting consequences and defending the decision.  |   |
| <b>Stage 3: Learning Activities</b>  |  |   |
| A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow? |  |   |

| <b>GUIDING UNIT QUESTIONS</b><br>Using Costas' Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning  | <b>STRATEGIES/ACTIVITIES</b><br>What learning strategies and experiences will authentically engage students so that they gain understanding of the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students. | <b>RESOURCES/MATERIALS</b><br>This includes applicable textbooks, software, industry recognized certification software/tools, subscriptions (such as PLTW), etc.   |
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| <p>Create a schedule and track progress and results</p> <p>Prioritize tasks, define objectives, and produce deliverables</p> <p>Engage in a decision-making process that includes selecting and using data, suggesting possible alternatives, predicting consequences and defending the decision.</p> <p>Exhibit skills such as empowerment, risk-taking, communication, focusing on results, decision-making, problem-solving and investment in individuals when leading a group in solving a problem.</p> <p>Demonstrate dispositions such as innovation, intuition, adaptation, lifelong learning and coachability to develop leadership potential over time</p> |   | <p>LAUNCH Project Management Process</p> <p>LinkedIn Project Management Simplified</p> <p><a href="#">Project Management Lifecycle</a></p> <p><a href="#">Project Management Process</a></p> <p><a href="#">Project Life Cycle</a></p> <p>LAUNCH Project Agreement</p> |

| Unit 4: Global & Cultural Awareness   |  |
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| STAGE 1: Desired Unit Results<br>What will students understand as a result of the unit?   | STAGE 2: Assessment Evidence<br>By what criteria will performances of understanding be assessed?<br>Through what authentic performance tasks will students demonstrate the desired unit results?   |
| <b>ESSENTIAL QUESTION (s)</b><br>What thought-provoking questions will foster inquiry, understanding, and transfer of learning?   | <b>Success Criteria with Standards</b><br>The criteria for evaluating performance on standards is constant.  |
| How do I use my resources to develop a position on issues facing society?<br><br>How can I work creatively and productively as part of a team?<br><br>How can I effectively manage an event/service/product opportunity from inception to implementation?<br><br>How can my team make use of our collective talents to successfully achieve team goals?<br><br>How can various communication formats be used to express messages to an intended audience? | CTE standards-based Rubric: Throughout course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.   |
| <b>PRIORITY CAREER &amp; TECHNICAL STANDARDS &amp; Learning Targets</b>   | <b>Performance Tasks Options/ Assessment Strategies by Standard</b><br>Students may be given options to show their learning in varied ways.  |
| <b>Creativity, Critical Thinking, Communication and Collaboration</b><br><b>4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.</b>  | In the Global & Cultural Awareness unit, students will:<br>- Use design thinking to identify a problem<br>- Identify the target user<br>- Develop a solution to problem identified<br>- Prototype (if applicable) the solution<br>- Create a presentation and accompanying collateral<br>- Present to peers and business partners  |
| a: I develop effective resolutions for a given problem, decision or opportunity using available information.  | 4C2.a.11.h: I can determine the information needed to address an identified problem.<br>4C2.a.12.h: I can contrast the benefits and drawbacks of various proposed resolutions to a given situation.<br>4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.<br>4C2.a.14.h: I can analyze the impact of a decision using a systems thinking model.<br>4C2.a.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria.<br>C2.a.16.h: I can defend an action taken or a decision implemented. |
| b: I develop and implement a resolution for a new situation using personal knowledge and experience.  | 4C2.b.5.h: I can apply past experience to develop a course of action for a new situation.<br>4C2.b.6.h: I can use existing knowledge to develop a resolution for a new situation, problem or opportunity.  |
| <b>Career Development</b><br><b>CD4: Students will identify and apply employability skills.</b>   |  |
| a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.   | CD4.a.6.h: I can evaluate how selfdiscipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status.  |

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|   | CD4.a.7.h: I can assess how flexibility and willingness to learn new knowledge and skills affect employment status.                               |
|   | CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.  |
|   | CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster's pathways.   |
|   | CD4.a.10.h: I can manage work roles and responsibilities to balance them with other life roles and responsibilities.                              |
| b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.  | CD4.b.5.h: I can use multiple resources to locate job opportunities.  |
|   | CD4.b.6.h: I can prepare a resume, cover letter, employment application.  |
|   | CD4.b.7.h: I can employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.           |
| c: I identify and exhibit traits for retaining employment.  | CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.  |
|   | CD4.c.5.h: I can maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.                     |
|   | CD4.c.6.h: I can complete required employment forms and documentation.  |
|   | CD4.c.7.h: I can summarize key activities necessary to retain a job in an industry.   |
| d: I develop positive relationships with others.  | CD4.d.5.h: I can participate in cocurricular and community activities to enhance the school experience.   |
|   | CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.  |
|   | CD4.d.7.h: I can examine the skills required to enable students to successfully transition to postsecondary opportunities.                        |
|   | CD4.d.8.h: I can use a systematic approach to academic and career planning for students to achieve their learning, socio-cultural and work goals. |
| <b>Information, Media, Technology</b>   |   |
| <b>IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.</b> |   |
| a: I choose appropriate sources of data and information for a given purpose.  | IMT1.a.6.h: I can justify the selection of various information sources for a given purpose.   |

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|  | <p>IMT1.a.7.h: I can explain the level of objectivity for a given source of information.</p> <p>IMT1.a.8.h: I can model how raw data can be applied differently to support opposing arguments or premises.</p>  |  |
| b: I determine the relevance, validity and timeliness of data and information.   | <p>IMT1.b.7.h: I can use raw data and information appropriately to support an argument, idea or initiative.</p> <p>IMT1.b.8.h: I can compare and contrast validity of information from electronic and non-electronic sources.</p> <p>IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.</p> |  |
| c: I select relevant information necessary for making decisions and solving problems   | <p>IMT1.c.5.h: I can defend a solution or conclusion using appropriate data and information.</p> <p>IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.</p>   |  |
| d: I apply data and information to communicate ideas and create new opportunities.   | <p>IMT1.d.6.h: I can defend a proposal for a new product or service based on data and information analysis.</p> <p>IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.</p> <p>IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.</p>                            |  |
| <b>PRIORITY CONTENT STANDARDS &amp; Learning Targets</b>   |   | <b>Performance Tasks Options/ Assessment Strategies by Standard</b>  |
|  |   | Students may be given options to show their learning in varied ways. |
| <b>Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.</b>  | <p>Incorporate the skills and experiences of others to develop a new solution to a problem.</p> <p>Demonstrate the use of various tools to communicate effectively with an individual or a group..</p>  | Students will achieve these using the project above                  |
| <b>Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.</b>  | Provide quantitative and qualitative sources to establish a problem exists  |  |
| <b>Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.</b>  | <p>Demonstrate mutual respect and open dialogue with individuals representing diverse cultures, beliefs, and lifestyles.</p> <p>Demonstrate teamwork skills through working cooperatively with group members, group leaders, and others, both in the school and in the community, to achieve group objectives</p>                               |  |
| <b>Stage 3: Learning Activities</b>  |   |  |
| A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow? |   |  |

| <b>GUIDING UNIT QUESTIONS</b>   | <b>STRATEGIES/ACTIVITIES</b>   | <b>RESOURCES/MATERIALS</b>  |
|---|--|---|
| <p>Using Costas Level of Thinking, what questions will hook and hold students so that they develop a deep understanding of the desired results? The guiding questions are more topic-specific to the particular unit. They guide the exploration of the essential questions and rigor of the standards. This may include questions that guide project based/ problem based learning</p> | <p>What learning strategies and experiences will authentically engage students so that they gain understanding the desired results? This includes strategies and activities that help learners acquire targeted knowledge and skills, make meaning of important ideas, and transfer their learning to new situations. Consider how the learning will be tailored and flexible to address the interests and learning styles of all students.</p>  | <p>This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.</p> |
|   | <p>Incorporate the skills and experiences of others to develop a new solution to a problem.<br/>           Demonstrate the use of various tools to communicate effectively with an individual or a group.<br/>           Demonstrate mutual respect and open dialogue with individuals representing diverse cultures, beliefs, and lifestyles.<br/>           Demonstrate teamwork skills through working cooperatively with group members, group leaders, and others, both in the school and in the community, to achieve group objectives.</p> |   |

| Priority Standards   | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--------|--------|--------|--------|
| <b>Creativity, Critical Thinking, Communication and Collaboration</b><br><b>4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.</b><br>a: I develop effective resolutions for a given problem, decision or opportunity using available information.<br>b: I develop and implement a resolution for a new situation using personal knowledge and experience.   | X      | X      | X      | X      |
| <b>Career Development</b><br><b>CD4: Students will identify and apply employability skills.</b><br>a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.<br>b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.<br>c: I identify and exhibit traits for retaining employment.<br>d: I develop positive relationships with others.   |        |        | X      | X      |
| <b>Information, Media, Technology</b><br><b>IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.</b><br>a: I choose appropriate sources of data and information for a given purpose.<br>b: I determine the relevance, validity and timeliness of data and information.<br>c: I select relevant information necessary for making decisions and solving problems<br>d: I apply data and information to communicate ideas and create new opportunities. | X      | X      | X      | X      |
| <b>Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.</b>  | X      | X      | X      | X      |
| <b>Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.</b>  | X      |        | X      | X      |
| <b>Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.</b>  | X      |        |        | X      |