

**INTRODUCTION TO BUSINESS**

<b>CURRICULUM/CONTENT AREA</b>	<b>COURSE LENGTH</b>
<i>Business</i>	<i>1 Term</i>
<b>GRADE LEVEL</b>	<b>DATE LAST REVIEWED</b>
<i>9-12</i>	<i>2022</i>
<b>PREREQUISITE(s) if applicable</b>	<b>BOARD APPROVAL DATE</b>
<i>None</i>	<i>11/15/2022</i>

**PRIMARY RESOURCE if applicable**  
*NA*

**DESIRED RESULTS**

**COURSE DESCRIPTION AND PURPOSE**  
*Students will learn a variety of business topics so that they have an understanding of entrepreneurship, marketing, management, ethics, international business, basic economics, business law, business finance, and more. Technology will be used throughout the course to adequately prepare students for careers in the business world.*

<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<i>Students will understand that...</i>	<i>Students will keep considering...</i>
Creativity, innovation, and critical thinking are essential for success in a technologically advanced world.	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?
The ability to communicate and collaborate with people with diverse backgrounds and perspectives is key to participation in a global economic society.	Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?

	<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>

**PRIORITY CAREER & TECHNICAL STANDARDS**

*Students will be skilled at...*

**Creativity, Critical Thinking, Communication and Collaboration**  
**4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.**  
 a: I develop effective resolutions for a given problem, decision or opportunity using available information.  
 b: I develop and implement a resolution for a new situation using personal knowledge and experience.

**Career Development**  
**CD4: Students will identify and apply employability skills.**  
 a: I identify and demonstrate positive work behaviors and personal qualities needed to be employable.  
 b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.  
 c: I identify and exhibit traits for retaining employment.  
 d: I develop positive relationships with others.

**Information, Media, Technology**  
**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.**  
 a: I choose appropriate sources of data and information for a given purpose.  
 b: I determine the relevance, validity and timeliness of data and information.  
 c: I select relevant information necessary for making decisions and solving problems  
 d: I apply data and information to communicate ideas and create new opportunities.

**PRIORITY CONTENT STANDARDS**

*Students will know...*

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) Opportunities associated with the course	Potential WORK BASED LEARNING (WBL) opportunities associated with the course
NA	NA
Potential DUAL CREDIT Opportunities associated with the course	
NA	

Economics		
STAGE 1: Desired Unit Results		STAGE 2: Assessment Evidence
Students will analyze how a variety of factors have led us to the economies they live and operate in		By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?
ESSENTIAL QUESTION (s)		Success Criteria with Standards
What thought-provoking questions will foster inquiry, understanding, and transfer of learning?		The criteria for evaluating performance on standards is constant.
Why is creativity and innovation important? How is creativity and innovation used in the "Finance" career pathway?		CTE standards-based Rubric: Throughout course, students and teachers use rubric for communication of success criteria, reflection, goal setting, and feedback.
Why is career and life readiness important? What jobs and careers are available to meet individual and societal needs locally, regionally, and nationally?		
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard
		Students may be given options to show their learning in varied ways.
Creativity, Critical Thinking, Communication and Collaboration		
4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.		
a: I develop effective resolutions for a given problem, decision or opportunity using available information.	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.	Economic System Debate
b: I develop and implement a resolution for a new situation using personal knowledge and experience.	4C2.b.6.h: I can use existing knowledge to develop a resolution for a new situation, problem or opportunity.	Industrial Revolution connections to today team activities
Career Development		
CD4: Students will identify and apply employability skills.		
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. CD4.a.9.h: I can use positive work qualities 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.	College and Career Activity - Students will discuss then journal what makes a great job search and a successful employee
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.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.	College and Career Activity -Using authentic resources, students will demonstrate ability to locate job opportunities associated with Business & Management, Finance, and/or Marketing Career Clusters. College and Carrer Activity - Using a variety of search engines, Students will demonstrate the ability to locate post-secondary learning associated with Business & Management, Finance, and/or Marketing Career Clusters
Information, Media, Technology		
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.		
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.	Economic System Debate

	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.	
	IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.	Review of different economic systems GDP - Evaluate and make decisions
	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>Performance Tasks Options/ Assessment Strategies by Standard</b> Students may be given options to show their learning in varied ways.
<b>Standard: BIT.EC1: Students will evaluate how resources are allocated in society.</b>	EC1.a: I can describe how productive resources are limited and people must make choices in how they are used.	Resource case studies and supply and demand charts - students describe different resources allocation methods
<b>Standard: BIT.EC2: Students will analyze how an economy functions.</b>	EC2.b: I can describe how the economy can fluctuate based on spending and production decisions at the microeconomic and macroeconomic levels.	Students will describe different economic systems and debate pros/cons.
<b>Standard: BIT.EC3: Students will assess the role that money plays in our society.</b>	EC2.b: I can describe how the economy can fluctuate based on spending and production decisions at the microeconomic and	Supply & Demand Infographic
<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>
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	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.	This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.
How does supply and demand affect price in our economy?	Real life research and discussion	Article and website resarech and review
What are the defining characteristics of the four major market types?	Supply and Demand Infographic	Lecture slides, digital art tool
How do producers decide what to charge for their product?	Factors of Production Classification Activity	Activity worksheet, lecture slides, videos
Analyze What are the most pressing, current economic issues facing the United States?	Current Events in Business Article Analysis	Research tool, current event news article
Evaluate- what could cause recession, depression, recovery and prosperity in an economy?	Business Cycle Poster	Business cycle slides, poster board
How does scarcity drive people, businesses and governments to make economic decisions regarding what, how and for whom to produce?	Collaborative discussion	Quiz
		Article creation on economic history and pros and cons of competition
		A variety of supply and demand articles and assignments - students will have a great idea of how Money and resources work together



Business Ownership		
STAGE 1: Desired Unit Results What will students understand as a result of the unit?		STAGE 2: Assessment Evidence By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?
ESSENTIAL QUESTION (s) What thought-provoking questions will foster inquiry, understanding, and transfer of learning?		Success Criteria with Standards The criteria for evaluating performance on standards is constant.
What strategies and processes can I use to become a more effective creator, thinker and problem solver?		CTE standards-based Rubric: Throughout course, students and teachers use rubric for communication of success criteria, reflection, goal setting, and feedback.
How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?		
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
<b>Creativity, Critical Thinking, Communication and Collaboration</b>		
<b>4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.</b>		
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.	Best Business Model Debate: Determining the Best Business Models in specific situations
	4C2.a.12.h: I can contrast the benefits and drawbacks of various proposed resolutions to a given situation.	General Partnership Agreement
	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.	Supply and Demand discussion and writing
	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>Career Development</b>		
<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.	Traits of an business owner - research different business leaders and their personal traits
	CD4.a.10.h: I can manage work roles and responsibilities to balance them with other life roles and responsibilities.	Partnership Agreement Creation
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.	College and Career readiness collaborative assignment

	CD4.b.7.h: I can employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.	Franchise Presentation
c: I identify and exhibit traits for retaining employment.	CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.	Students will reflect on collaboration in small groups (Partnership, College and Career, Franchise work) and connection to employability skills
	CD4.d.7.h: I can examine the skills required to enable students to successfully transition to postsecondary opportunities.	
<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.	Articles Coding - students will justify how sourced articles related to our topic of study
	IMT1.a.7.h: I can explain the level of objectivity for a given source of information.	Article Coding - Coding of understanding - what do you know, what do not know, what do have a question on
	IMT1.b.8.h: I can compare and contrast validity of information from electronic and non-electronic sources.	Franchise Presentation - presentations on what rules and guidelines potential franchise buyers should follow.
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	Business Model Selection - students will evaluate and defend a particular business model
<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>	I can Describe an entrepreneurial opportunity and formulate the steps in establishing a business oriented toward that opportunity.	Franchise Presentation
<b>SUPPORTING STANDARDS AND 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>EN2.b: Formulate a plan to delve into an entrepreneurial venture now or in the future.</b>	I can Identify businesses that could be operated from an individual's home or digitally	College and Career Readiness
<b>EN2.b: Formulate a plan to delve into an entrepreneurial venture now or in the future.</b>	I can create and collaborate on a future business partnership	Partnership Agreement Contract Creation
EN2.c.6.h: Use external resources to supplement an entrepreneur's expertise.	I can locate, access and use a variety of websites designed for young entrepreneur's	Creating a personal website database for entrepreneurs
<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> 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> 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> This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.
Judge what business ownership type might be best for you	Explain personality traits as they relate to different business models	Classroom notes, discussion and reading
Compare and explain the risk levels of different business models	Develop presentations, group debates and discussion, real life research	Articles, classmates, teacher and student lead discussion
Predict business models that may be popular in the future	Forecasting based off of previous knowledge, critical thinking and article writing	Previous knowledge, classroom notes and discussions, article and web search to help predict
Compare the resources that are available to different businesses	Pros and Cons development (different business models), research real businesses owners	Study Guide, Article reading and review, collaboration

Marketing		
STAGE 1: Desired Unit Results What will students understand as a result of the unit?		STAGE 2: Assessment Evidence By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?
ESSENTIAL QUESTION (s) What thought-provoking questions will foster inquiry, understanding, and transfer of learning?		Success Criteria with Standards The criteria for evaluating performance on standards is constant.
Why is creativity and innovation important? How is creativity and innovation used in Marketing?		CTE standards-based Rubric: Throughout course, students and teachers use rubric for communication of success criteria, reflection, goal setting, and feedback.
How do teams efficiently and effectively solve problems in an increasingly complex world?		
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
Creativity, Critical Thinking, Communication and Collaboration 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.		ACTIVITIES THAT PROVIDE EVIDENCE OF STANDARDS
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.	After reading and annotating a Pricing Case Study, Students will determine how to solve various pricing issues that occur in real life.
	4C2.a.12.h: I can contrast the benefits and drawbacks of various proposed resolutions to a given situation.	Given an authentic marketing problem, students will solve the issue of product placement.
	4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.	Logo and Slogan development
	4C2.a.14.h: I can analyze the impact of a decision using a systems thinking model.	Given an authentic marketing problem, students will solve the issue of product placement.
	4C2.a.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria.	Students will select a logo and slogan for a new business and justify their selection with key ideas and details.
	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.	After discussing past marketing experiences and how they relate to struggling business, student will develop a course of action for a new situation-video game.

	4C2.b.6.h: I can use existing knowledge to develop a resolution for a new situation, problem or opportunity.	Students will analyze authentic Marketing Case Studies.
<b>Career Development</b> <b>CD4: Students will identify and apply employability skills.</b>		<b>ACTIVITIES THAT PROVIDE EVIDENCE OF STANDARDS</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.	Career and College research and analysis - students will journal or quickwrite on what jobs & types of businesses fit one's skill set
	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.	Given article and other research on how promotional items translate to different parts of the world, students demonstrate appropriate communication strategies.
	CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster's pathways.	Career and College research and analysis - students will journal or quickwrite on what jobs & types of businesses fit one's skill set
	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.c.7.h: I can summarize key activities necessary to retain a job in an industry.	Marketing: Students will journal/quick write on what's next (review and redo of marketing items)
d: I develop positive relationships with others.	CD4.d.5.h: I can participate in cocurricular and community activities to enhance the school experience.	Introduction to DECCA and to FBLA - students are introduced to our business cocurricular and community experiences, then reflect on connections to college & career readiness.
<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>		<b>ACTIVITIES THAT PROVIDE EVIDENCE OF STANDARDS</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.	After reading and annotating various articles on what makes a great advertisement, students will justify the selection of a great advertisement using key ideas and details learned in class.

	IMT1.a.7.h: I can explain the level of objectivity for a given source of information.	Students will explain advertisement rankings with key ideas and details.
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	Recent Marketing Changes - students will write a position on recent marketing changes and support their claim with reasoning. The position will include student predictions for the future.
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.	
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.	

SUPPORTING CONTENT STANDARDS & Learning Targets	Performance Tasks Options/ Assessment Strategies by Standard
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<b>MC1.a: I can employ marketing-information to develop a marketing plan.</b>	MC1.a.1.e: Learn why products and services get marketed.	Marketing Chart - evaluation
	MC1.a.3.e: List why companies make product changes to reach customers in different countries.	New and Old - Marketing article and review
	MC1.a.5.e: Define target marketing.	Target Market research, development and explanation
	MC1.a.11.h: Describe the concept of marketing strategies.	4 P's Diagram - what are the 4 P's of marketing and what are strategies that relate to them
<b>MC1.b: I can apply marketing information to determine and meet customer needs.</b>	MC1.b.2.h: Determine and evaluate market needs and opportunities.	Prediction charts
	MC1.b.6.h: Select target market.	Create different target market traits for certain products
<b>MME.MC2: Students will describe the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.</b>	MC2.a.1.e: Describe how a business keeps track of what it sells.	Inventory tracking methods pros and cons
<b>MME.MC5: Students will analyze the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.</b>	MC5.a: I can describe the nature and scope of product/service management.	Product life cycle analysis

### Stage 3: Learning Activities

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?

<p style="text-align: center;"><b>GUIDING UNIT QUESTIONS</b></p> <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 style="text-align: center;"><b>STRATEGIES/ACTIVITIES</b></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 style="text-align: center;"><b>RESOURCES/MATERIALS</b></p> <p>This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.</p>
What are the good examples of the marketing?	Real life business marketing mix research	Web searches, classmate collaboration
How do marketers make choices during a products life cycle?	Past Purchases Evaluation	Personal History, Class Notes, Classmate collaboration
What are the factors that influence a product's price and how is price determined for consumers?	Product price explanation	Real life businesses, Class Notes
What makes affective marketing mix items?	Develop Logo, Slogans and Advertisements	Classroom discussions, notes, examples, classmate collaboration
How can we label target markets?	Target market classification	Class example, partner help, notes, web searches
How does Marketing impact the world you live and work in?		
What are the key elements of Marketing and how do we use them?		
What is the future of marketing?		

Business Management		
STAGE 1: Desired Unit Results What will students understand as a result of the unit?		STAGE 2: Assessment Evidence By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?
ESSENTIAL QUESTION (s) What thought-provoking questions will foster inquiry, understanding, and transfer of learning?		Success Criteria with Standards The criteria for evaluating performance on standards is constant.
What strategies and processes can I use to become a more effective creator, thinker and problem solver?		CTE standards-based Rubric: Throughout course, students and teachers use rubric for communication of success criteria, reflection, goal setting, and feedback.
Why is communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?		
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
Creativity, Critical Thinking, Communication and Collaboration 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.		ACTIVITIES THAT PROVIDE EVIDENCE OF STANDARDS
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.	Managerial Problem solving simulations - relevant case studies on leadership and management
	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.	Group case study -students justify case study solutions to a group and engage in peer review
	4C2.a.14.h: I can analyze the impact of a decision using a systems thinking model.	Managerial Problem solving simulations and case studies analysis
	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.		
Career Development CD4: Students will identify and apply employability skills.		ACTIVITIES THAT PROVIDE EVIDENCE OF STANDARDS
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.	Leadership and soft skill activity - organize a group and develop a plan to problem solve a variety of issues in the workplace
	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.	Students will reflect via journal/quickwrite on managerial practices in a global economy
	CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster's pathways.	Leadership and soft skill activity - organzie a group and develop a plan to problem solve a variety of issues in the workplace

	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.	College and Career Activity -Using authentic resources, students will demonstrate ability to locate job opportunities associated with Business & Management Clusters.
	CD4.b.6.h: I can prepare a resume, cover letter, employment application.	Students will draft a resume, cover letter, and/or 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.	Mock Interviews
c: I identify and exhibit traits for retaining employment.	CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.	Students will reflect via journal/quickwrite on managerial practices, leadership and soft skill
	CD4.c.5.h: I can maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.	Mock Interviews
	CD4.c.6.h: I can complete required employment forms and documentation.	Students will complete work-based forms and documentation.
	CD4.c.7.h: I can summarize key activities necessary to retain a job in an industry.	Students will reflect via journal/quickwrite on managerial practices, leadership and soft skill
	CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.	Leadership and soft skill activity - organize a group and develop a plan to problem solve a variety of issues in the workplace
	CD4.d.7.h: I can examine the skills required to enable students to successfully transition to postsecondary opportunities.	College and Career Activity - Using a variety of search engines, Students will demonstrate the ability to locate post-secondary learning associated with Business & Management Career Clusters.
<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>		<b>ACTIVITIES THAT PROVIDE EVIDENCE OF STANDARDS</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.	Researching companies you would like to interview at one day
	IMT1.a.7.h: I can explain the level of objectivity for a given source of information.	Managerial Problem solving simulations and case studies analysis
	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.	
	IMT1.b.8.h: I can compare and contrast validity of information from electronic and non-electronic sources.	Multiple case studies and leadership activities
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	Students will reflect via journal/quickwrite on managerial practices, leadership and soft skill
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.	Managerial Case Study - real life managerial problem solving
	IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.	Managerial Problem solving simulations and case studies analysis

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.	
<b>SUPPORTING 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>ME.MGT1: Students will distinguish the tools, techniques and systems that businesses use to plan, staff, lead and organize human resources.</b>	MGT1.a.1.e: Identify characteristics of qualified employees.	Interview skill review and soft skill research - students can explain what a good employee does and acts like
	MGT1.c: I can implement organizational skills to facilitate others' work efforts.	
<b>MME.MGT6: Students will describe tools, techniques and systems that are used to plan, implement, monitor and evaluate business projects.</b>	MGT6.a: I can use project-management skills to improve workflow and minimize costs.	Group Project with Roles - Students will have a two day project based on an authentic scenario where they are given roles and a time line to plan, implement, and monitor the project.
<b>MME.MGT7: Students will describe tools, techniques and systems that affect a business's ability to plan, control and organize an organization/department.</b>	MGT7.a: I can use planning tools to guide organization's/department's activities.	
<b>MGT7.b: I can control an organization's/ department's activities to encourage growth and development.</b>	MGT7.b.1.m: Identify realistic and attainable goals and objectives.	
<b>MGT7.e: I can plan organization's/department's activities to guide and support decision-making and to ensure that staff focuses on the right priorities.</b>	MGT7.e.1.m: Explain the purpose of a vision statement.	Mission/Vision statement review - students will analyze and develop mission statements for existing businesses

### Stage 3: Learning Activities

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>
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	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.	This includes applicable textbooks, software, industry recognized certification software/tools, subscriptions (such as PLTW), etc.
What are soft skills and why are they important?	Group problem solving case studies, class discussion, research top leaders	Class notes and discussion, websites on leaderships
What are the important workplace documents and how to create them?	Creation of resume and cover letters	Examples, class notes, peer collaboration
What makes you successful at an interview?	Mock Interview (round table), Top interview questions review	Examples, Video of interview, top question sheet
What are different decision making skills needed in management?	Case Studies on hiring and motivation	Class Notes and peer review
What makes a good vision/mission statement?	Review existing and creating new vision statement	Websites, articles, business materials
What makes a great leader (manager)?		
What level of management might be right for me?		





Global Business		
STAGE 1: Desired Unit Results What will students understand as a result of the unit?		STAGE 2: Assessment Evidence By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?
ESSENTIAL QUESTION (s) What thought-provoking questions will foster inquiry, understanding, and transfer of learning?		Success Criteria with Standards The criteria for evaluating performance on standards is constant.
Why is career and life readiness important? What jobs and careers are available to meet individual and societal needs locally, regionally, and nationally?		CTE standards-based Rubric: Throughout course, students and teachers use rubric for communication of success criteria, reflection, goal setting, and feedback.
How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?		
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
<b>Creativity, Critical Thinking, Communication and Collaboration</b> <b>4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.</b>		<b>ACTIVITIES THAT PROVIDE EVIDENCE OF STANDARDS</b>
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.	Global business presentation - students will design a visual of items to know when conducting business in a specific country
	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.b.6.h: I can use existing knowledge to develop a resolution for a new situation, problem or opportunity.	
<b>Career Development</b> <b>CD4: Students will identify and apply employability skills.</b>		<b>ACTIVITIES THAT PROVIDE EVIDENCE OF STANDARDS</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.	After reviewing authentic videos on successful international companies and business people, students identify key positive work behaviors and personal qualities needed to be employable.
	CD4.a.7.h: I can assess how flexibility and willingness to learn new knowledge and skills affect employment status.	Web Review of different cultural business practices - student's answer different questions about different companies based in different countries.
	CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.	Global business presentation - students will design a visual of items to know when conducting business in a specific country
	CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster's pathways.	College and Career Readiness - Using authentic resources, students will identify job prospects in different career clusters in different countries.
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.	

Information, Media, Technology 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.		ACTIVITIES THAT PROVIDE EVIDENCE OF STANDARDS
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.	Students read and annotate articles based on how business is "Done" in different areas of the world, then identify key ideas and details to support their claims.
	IMT1.a.8.h: I can model how raw data can be applied differently to support opposing arguments or premises.	Global business presentation - students will design a visual of items to know when conducting business in a specific country
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.	
	IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.	College and Career Readiness - Using authentic resources, students will identify job prospects in different career clusters in different countries.
<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>GB1.a: I can analyze the role of international business and trade.</b>	GB1.a.1.e: Identify international goods and services.	Where do our business operate in - students will create a one page article that identify key aspects of the role of international business & trade.
	GB1.a.7.m: Describe settings in which global business affects people.	Global business presentation - students will design a visual of items to know when conducting business in a specific country
	GB1.a.10.h: Describe the major factors that influence global trade.	
<b>BIT.GB2: Students will analyze the management strategies in a global business environment.</b>	GB2.a.3.h: Design organizational strategies for multinational businesses.	Global business presentation - students will design a visual of items to know when conducting business in a specific country
<b>SUPPORTING STANDARDS AND 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>GB1.d: I can assess the process of importing, exporting and how trade barriers and agreements work.</b>	GB1.d.1.e: Define import, export and trade.	Research different terms related to trade between countries
	GB1.d.6.m: Explain why governments impose trade barriers.	Global business presentation - students will design a visual of items to know when conducting business in a specific country

### Stage 3: Learning Activities

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> 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> 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> This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.
How can differences in cultures affect business?	Global business presentation - students will design a visual of items to know when conducting business in a specific country	Classmates, research, articles, etc...
Why would countries trade or not trade with others?	Term sheet of international business	Class Notes, student research and review
What are the different elements of countries as it relates to business practices	Global business presentation - students will design a visual of items to know when conducting business in a specific country	Partners, notes, research, student presentations
What are some different jobs in different countries that we might not have in the U.S.?	College and Career Research (international)	<a href="http://Monster.com">Monster.com</a> , Student collaboration
What should be considered while working in a global business world		
Why is it important to understand and consider global issues in the business world		

Priority Standards	Economics	Business Ownership	Marketing	Business Management	Global Business
<b>Creativity, Critical Thinking, Communication and Collaboration</b> <b>4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.</b> a: I develop effective resolutions for a given problem, decision or opportunity using available information. b: I develop and implement a resolution for a new situation using personal knowledge and experience.	x	x	x	x	x
<b>Career Development</b> <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. b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job. c: I identify and exhibit traits for retaining employment. d: I develop positive relationships with others.	x	x	x	x	x
<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. b: I determine the relevance, validity and timeliness of data and information. c: I select relevant information necessary for making decisions and solving problems d: I apply data and information to communicate ideas and create new opportunities.	x	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			
<b>Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.</b>	x				
<b>Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.</b>	x				x