

BUSINESS MANAGEMENT

CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>Business</i>	<i>1 term</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>10-12</i>	<i>2022</i>
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
<i>None</i>	<i>11/15/2022</i>
PRIMARY RESOURCE if applicable	
<i>NA</i>	

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

Students will learn management and leadership skills that span across all functions of a business. Current business topics and events will play a role in learning how the role of a manager continues to evolve. In this class, you will learn how to plan, organize and implement various management strategies and techniques to be successful in business. Technology will be used throughout the course to adequately prepare students for careers in the business world.

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 Business Management?

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?

	<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
Wisconsin Youth Leadership Certificate The intent of the Wisconsin Youth Leadership Certificate offered by the Department of Public Instruction (DPI) is to recognize a student's mastery and exhibition of leadership skills valued by employers, communities, and organizations	Students may opt for work based learning connected to CTSOs (Career and Technical Student Organizations), school-based learning, and/or work based learning.
Potential DUAL CREDIT Opportunities associated with the course	
NA	

Management Tasks		
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 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?		CTE standards-based Rubric: Throughout course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.
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?		In addition, students will use the Youth Leadership Certificate Rubric to reflect, goal set, and engage in feedback. Students will create and maintain a portfolio based on Business & Management competencies.
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.		<i>Given authentic management tasks scenarios/problems/case studies and relevant research/research around business management, students will engage in various projects and activities, and will add personal artifacts & reflections to their portfolio.</i>
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.	management tasks and levels scenario activity
	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.	
Career Development CD4: Students will identify and apply employability skills.		
	CD4.a.10.h: I can manage work roles and responsibilities to balance them with other life roles and responsibilities.	management tasks activity
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.	management analysis activity

	CD4.b.7.h: I can employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.	management levels and tasks scenario activity
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.		
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	management tasks and levels scenario activity
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.	management tasks and levels scenario activity
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.	I can exchange information and ideas with others through writing, speaking, reading and listening	management tasks and levels scenario activity
Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.	I can derive findings from facts, conclusions from findings and recommendations from conclusions	management tasks and levels scenario activity
Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.	I can exchange information and ideas with others through writing, speaking, reading and listening	management tasks and levels scenario activity
SUPPORTING STANDARDS AND LEARNING TARGETS		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
Standard: BIT.MG1: Students will describe business management functions and examine their implementation in business.	MG1.a: I can evaluate the development of management's role of leadership and organization in a business.	management tasks and levels scenario activity
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?		
GUIDING UNIT QUESTIONS: 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	STRATEGIES/ACTIVITIES 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.	RESOURCES/MATERIALS This includes applicable textbooks, software, industry recognized certification software/tools, subscriptions (such as PLTW), etc.
What are strategies to determine priorities and manage time?	management tasks activity	unit google slideshow presentation
What strategies are impactful in leading logical and complex discussions?	management analysis activity	

What strategies are impactful in deriving findings from facts, forming conclusions, and determining recommendations?	management scenarios activity	
	levels of management review	

Ethics		
STAGE 1: Desired Unit Results		STAGE 2: Assessment Evidence
In this unit, student analyze the correlation between good ethics and business success		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 communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?		CTE standards-based Rubric: Throughout course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.
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?		In addition, students will use the Youth Leadership Certificate Rubric to reflect, goal set, and engage in feedback. Students will create and maintain a portfolio based on Business & Management competencies.
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard
Creativity, Critical Thinking, Communication and Collaboration 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.		<i>Given authentic ethics problems/case studies and relevant research/research around business ethics, students will engage in various projects and activities, and will add personal artifacts & reflections to their portfolio.</i>
	4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.	code of ethics activity
	4C2.a.14.h: I can analyze the impact of a decision using a systems thinking model.	ethics scenario project
	CD2.a.16.h: I can defend an action taken or a decision implemented.	ethics scenario activity
	4C2.b.6.h: I can use existing knowledge to develop a resolution for a new situation, problem or opportunity.	ethics scenario project
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.	ethics scenario project
	CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster's pathways.	ethics scenario project
c: I identify and exhibit traits for retaining employment.	CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.	ethics scenario project, benefits of ethics activity

	CD4.d.7.h: I can examine the skills required to enable students to successfully transition to postsecondary opportunities.	ethics scenario project
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.		
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	ethics scenario project, benefits of ethics activity
	IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.	ethics scenario project
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.	MG1.b: I can examine the importance of management's function of evaluating and controlling in order to achieve a desired outcome.	ethics scenario project
Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.		ethics scenario project
Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.	MG1.b: I can examine the importance of management's function of evaluating and controlling in order to achieve a desired outcome.	ethics scenario project
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?		
GUIDING UNIT QUESTIONS 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	STRATEGIES/ACTIVITIES 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.	RESOURCES/MATERIALS This includes applicable textbooks, software, industry recognized certification software/tools, subscriptions (such as PLTW), etc.
What is the difference between ethics and law?	ethics scenario project	unit google slideshow presentation
How does one determine right and wrong when confronted with ethical scenarios?	ethics scenario project	
How does ethics play a role in leading others?		
Do we have an ethical problem in business?		

Corporate Culture	
STAGE 1: Desired Unit Results Understand how corporate culture plays a huge role in any business.	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 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?	CTE standards-based Rubric: Throughout course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.
How do teams efficiently and effectively solve problems in an increasingly complex world?	In addition, students will use the Youth Leadership Certificate Rubric to reflect, goal set, and engage in feedback. Students will create and maintain a portfolio based on Business & Management competencies.
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.	Given authentic corporate culture scenarios/problems/case studies and relevant research/research around corporate culture, students will engage in various projects and activities, and will add personal artifacts & reflections to their portfolio.
	corporate culture report
	corporate culture report
b: I develop and implement a resolution for a new situation using personal knowledge and experience.	corporate culture report
	corporate culture report
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.	corporate culture report
	corporate culture report
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.	

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.	corporate culture report
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	corporate culture report
	IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.	Vandeley CC group activity

PRIORITY CONTENT STANDARDS & Learning Targets	Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
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Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.	enter learning targets associated with the standard, add more rows as needed.	Vandeley CC group activity
Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.	enter learning targets associated with the standard, add more rows as needed.	Corporate culture report
Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.	enter learning targets associated with the standard, add more rows as needed.	Corporate culture report

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?

GUIDING UNIT QUESTIONS	STRATEGIES/ACTIVITIES	RESOURCES/MATERIALS
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 is corporate culture and why is it important? What makes a successful corporate culture? How do business managers cultivate a corporate culture?	corporate culture report	unit presentation
What is the best fit needed for successful business?		
How does corporate culture impact many decisions while managing and leading others?		

Communication		
STAGE 1: Desired Unit Results		STAGE 2: Assessment Evidence
Students will understand how communication skills are essential to lead and determine high impact strategies.		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 communication and collaboration important? How do positive work behaviors and personal qualities impact communication and collaboration?		CTE standards-based Rubric: Throughout course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.
		In addition, students will use the Youth Leadership Certificate Rubric to reflect, goal set, and engage in feedback.
		Students will create and maintain a portfolio based on Business & Management competencies.
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard
Creativity, Critical Thinking, Communication and Collaboration 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.		Students may be given options to show their learning in varied ways.
		Given authentic scenarios/problems/case studies and relevant research/research around communication and collaboration, students will engage in various projects and activities, and will add personal artifacts & reflections to their portfolio.
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.	business meeting project
	4C2.a.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria.	business meeting project
Career Development		
CD4: Students will identify and apply employability skills.		
c: I identify and exhibit traits for retaining employment.	CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.	business meeting project
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.		
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.	business meeting project
	IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.	communication presentation
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard
		Students may be given options to show their learning in varied ways.

Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.	I can use words and phrases important to business people in a given language	business meeting project
Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.	I can describe strategies for communicating with supervisors, coworkers, and customers	
Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.	I can research and participate in a presentation on the customs and cultures of a different 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?

GUIDING UNIT QUESTIONS	STRATEGIES/ACTIVITIES	RESOURCES/MATERIALS
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 can communicating with employees impact your leadership?	business meeting project	unit google presentation
What can mentors do for your communication skills?	team meeting	unit google presentation
How important are communication skills when trying to lead others?		
What communication skills are needed for leading others?		

Leadership		
STAGE 1: Desired Unit Results		STAGE 2: Assessment Evidence
Students will develop understanding that leadership is much different than management, and determine impactful strategies to lead.		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 Business Management Career Pathway?		CTE standards-based Rubric: Throughout course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.
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?		In addition, students will use the Youth Leadership Certificate Rubric to reflect, goal set, and engage in feedback. Students will create and maintain a portfolio based on Business & Management competencies.
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard
Creativity, Critical Thinking, Communication and Collaboration 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.		Students may be given options to show their learning in varied ways. Given authentic scenarios/problems/case studies and relevant research/research around leadership, students will engage in various projects and activities, and will add personal artifacts & reflections to their portfolio.
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.	leadership presentation
	4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.	leadership styles activity
	C2.a.16.h: I can defend an action taken or a decision implemented.	leadership styles activity
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.	leadership presentation
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.	leadership presentation
	CD4.a.7.h: I can assess how flexibility and willingness to learn new knowledge and skills affect employment status.	leadership styles activity
	CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.	role play

	CD4.b.7.h: I can employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.	role play
c: I identify and exhibit traits for retaining employment.	CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.	role play
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.		
	IMT1.a.8.h: I can model how raw data can be applied differently to support opposing arguments or premises.	leadership presentation
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	role play
	IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.	role play
	IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.	role play
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.	I can identify effective leadership characteristics	leadership presentation
Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.	I can identify effective leadership characteristics	leadership presentation
Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.	I can demonstrate skills in an ideagenerating session	role play
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?		
GUIDING UNIT QUESTIONS 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	STRATEGIES/ACTIVITIES 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.	RESOURCES/MATERIALS This includes applicable textbooks, software, industry recognized certification software/tools, subscriptions (such as PLTW), etc.
How is leading different than managing?	leadership presentation	unit google presentation
What are different leadership styles?	leadership styles activity	unit google presentation
What makes a great leader? Who are leader role models?	leadership presentation	unit google presentation

What is the highest form of management?		
What strategies do great leaders use to engage teams?		

Staffing

STAGE 1: Desired Unit Results <i>Students will understand how staffing decisions impact all areas of business.</i>		STAGE 2: Assessment Evidence <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
ESSENTIAL QUESTION (s) <i>What thought-provoking questions will foster inquiry, understanding, and transfer of learning?</i>		Success Criteria with Standards <i>The criteria for evaluating performance on standards is constant.</i>
How might technical knowledge and skills influence one’s employability and advancement opportunities within various work settings?		CTE standards-based Rubric: Throughout course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.
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?		In addition, students will use the Youth Leadership Certificate Rubric to reflect, goal set, and engage in feedback. Students will create and maintain a portfolio based on Business & Management competencies.
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard <i>Students may be given options to show their learning in varied ways.</i>
Creativity, Critical Thinking, Communication and Collaboration 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.		Given authentic scenarios/problems/case studies and relevant research/research around staffing, students will engage in various projects and activities, and will add personal artifacts & reflections to their portfolio.
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.	New employee project
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.		

<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> <p>CD4.a.7.h: I can assess how flexibility and willingness to learn new knowledge and skills affect employment status.</p> <p>CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.</p> <p>CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster’s pathways.</p> <p>CD4.a.10.h: I can manage work roles and responsibilities to balance them with other life roles and responsibilities.</p>	<p><i>new employee project</i></p>
<p>b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.</p>	<p>CD4.b.5.h: I can use multiple resources to locate job opportunities.</p> <p>CD4.b.6.h: I can prepare a resume, cover letter, employment application.</p> <p>CD4.b.7.h: I can employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.</p>	
<p>c: I identify and exhibit traits for retaining employment.</p>	<p>CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.</p> <p>CD4.c.5.h: I can maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.</p> <p>CD4.c.6.h: I can complete required employment forms and documentation.</p> <p>CD4.c.7.h: I can summarize key activities necessary to retain a job in an industry.</p>	
<p>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.</p>		
	<p>IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.</p>	<p><i>interview scenario activity</i></p>
<p>d: I apply data and information to communicate ideas and create new opportunities.</p>	<p>IMT1.d.6.h: I can defend a proposal for a new product or service based on data and information analysis.</p>	<p><i>interview scenario activity</i></p>
<p>PRIORITY CONTENT STANDARDS & Learning Targets</p>		<p>Performance Tasks Options/ Assessment Strategies by Standard <i>Students may be given options to show their learning in varied ways.</i></p>
<p>Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.</p>	<p><i>I can identify quality traits of future employees.</i></p>	<p><i>New employees project</i></p>
<p>Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.</p>	<p><i>I can identify quality traits of future employees.</i></p>	

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

I can identify quality traits of future employees.

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?

GUIDING UNIT QUESTIONS <i>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</i>	STRATEGIES/ACTIVITIES <i>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.</i>	RESOURCES/MATERIALS <i>This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.</i>
How does your staffing impact all areas of your business?	new employee project	unit google presentation
Can one employee have a major negative or positive impact on your business?		
How can you find quality employees?		
How does staffing impact culture and management styles?		
How can you analyze a quality candidate?		

Controlling		
STAGE 1: Desired Unit Results <i>Students will understand how and why to assess employees</i>		STAGE 2: Assessment Evidence <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
ESSENTIAL QUESTION (s) <i>What thought-provoking questions will foster inquiry, understanding, and transfer of learning?</i>		Success Criteria with Standards <i>The criteria for evaluating performance on standards is constant.</i>
How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?		CTE standards-based Rubric: Throughout course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback.
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?		In addition, students will use the Youth Leadership Certificate Rubric to reflect, goal set, and engage in feedback. Students will create and maintain a portfolio based on Business & Management competencies.
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard <i>Students may be given options to show their learning in varied ways.</i>
Creativity, Critical Thinking, Communication and Collaboration 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.		Given authentic scenarios/problems/case studies and relevant research/research around employee performance assessment, students will engage in various projects and activities, and will add personal artifacts & reflections to their portfolio. <i>performance assessment activity</i>
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.	
Career Development CD4: Students will identify and apply employability skills.		
	CD4.a.7.h: I can assess how flexibility and willingness to learn new knowledge and skills affect employment status.	<i>performance assessment activity</i>

	CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster’s pathways.	<i>performance assessment activity</i>
c: I identify and exhibit traits for retaining employment.	CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.	<i>performance assessment activity</i>
	CD4.c.7.h: I can summarize key activities necessary to retain a job in an industry.	<i>performance assessment activity</i>
	CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.	<i>performance assessment activity</i>
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.		
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.	<i>performance assessment activity</i>
	IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.	<i>performance assessment activity</i>
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard <i>Students may be given options to show their learning in varied ways.</i>
Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.	<i>I can assess staff by using a performance and skill based rubric.</i>	<i>performance assessment activity</i>
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.		
Stage 3: Learning Activities		
<i>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?</i>		
GUIDING UNIT QUESTIONS <i>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</i>	STRATEGIES/ACTIVITIES <i>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.</i>	RESOURCES/MATERIALS <i>This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.</i>
Why is employee performance assessment necessary?	<i>performance assessment activity</i>	unit google presentation
What is high quality practices for employee performance assessment?		
How is an employee performance rubric created? How is it used to impact performance?		

International Business		
STAGE 1: Desired Unit Results		STAGE 2: Assessment Evidence
Students will examine how cultural differences impact the business environment.		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 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 the rubric for communication of success criteria, reflection, goal setting, and feedback.
How do teams efficiently and effectively solve problems in an increasingly complex world?		In addition, students will use the Youth Leadership Certificate Rubric to reflect, goal set, and engage in feedback. Students will create and maintain a portfolio based on Business & Management competencies.
PRIORITY CAREER & TECHNICAL STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard
Creativity, Critical Thinking, Communication and Collaboration 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills.		Students may be given options to show their learning in varied ways. Given authentic scenarios/problems/case studies and relevant research/research around the global business environment, students will engage in various projects and activities, and will add personal artifacts & reflections to their portfolio.
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.	international business presentation project
	4C2.a.13.h: I can predict how an action could result in unintended consequences, both positive and negative.	international business presentation project
	4C2.a.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria.	international business presentation project
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.	international business presentation project
	4C2.b.6.h: I can use existing knowledge to develop a resolution for a new situation, problem or opportunity.	international business presentation project
Career Development CD4: Students will identify and apply employability skills.		
	CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.	international business presentation project
	CD4.c.5.h: I can maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.	international business presentation project
	CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.	international business presentation project

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.	international business presentation project
	IMT1.a.8.h: I can model how raw data can be applied differently to support opposing arguments or premises.	international business presentation project
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.	international business presentation project
	IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.	international business presentation project
	IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.	international business presentation project
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.	I can create a training seminar for my employees on different cultures.	international business presentation project
Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.	I can use many different resources to prepare for business in different countries.	
Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.	I can prepare my employees and myself to do successful business in many different cultures.	
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?		
GUIDING UNIT QUESTIONS 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	STRATEGIES/ACTIVITIES 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.	RESOURCES/MATERIALS This includes an applicable textbooks, software, industry recognized certification software/tools, subscriptions (such asPLTW), etc.
How is doing business around the world different from the culture you are used to?	international business presentation project	online research
How is business different in other countries and cultures?		
What are different living and working conditions from around the world?		
What are social and cultural factors that influence human resource activities?		

What strategies are used to help workers adapt to new cultures?		
What do you need to do to train employees to do business in a different country?		

Business Law

STAGE 1: Desired Unit Results Understand how laws impact management decisions		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 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?		CTE standards-based Rubric: Throughout course, students and teachers use the rubric for communication of success criteria, reflection, goal setting, and feedback. In addition, students will use the Youth Leadership Certificate Rubric to reflect, goal set, and engage in feedback. Students will create and maintain a portfolio based on Business & Management competencies.
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.		Given authentic scenarios/problems/case studies and relevant research/research around the business law, students will engage in various projects and activities, and will add personal artifacts & reflections to their portfolio.
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.15.h: I can determine the best resolution for a problem, decision or opportunity based on given criteria.	wage activity injury activity injury activity injury activity
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.	wage activity
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.	wage activity, injury activity

	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	wage activity
PRIORITY CONTENT STANDARDS & Learning Targets		Performance Tasks Options/ Assessment Strategies by Standard Students may be given options to show their learning in varied ways.
Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.	I can understand demonstrate how laws impact management.	how would you handle this activity
Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.	I can gather information from human resource sources to assist with management decisions	wage and injury activity
Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.	I can understand the different laws in different states and countries.	online research

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?

GUIDING UNIT QUESTIONS	STRATEGIES/ACTIVITIES	RESOURCES/MATERIALS
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.
What laws do managers need to understand and follow when hiring, firing, promoting, etc..?	wages activity	unit presentation
What laws protect employees when injuries occur?	injury activity	unit presentation

