BUSINESS LEADERSHIP	
CURRICULUM/CONTENT AREA	COURSE LENGTH
Business	*1 semester(2 terms)*
GRADE LEVEL	DATE LAST REVIEWED
11-12	*2023*
PREREQUISITE(s) *if applicable*	BOARD APPROVAL DATE
Must have taken, be currently enrolled in, or scheduled to take (in the academic year) one of the following: Entrepreneurship, Business Management, Introduction to Marketing, Financial Management & Investing, Sports & Entertainment Marketing, Business Law, or Accounting	*9/10/24*
PRIMARY RESOURCE *if applicable*	

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

Business Leadership is a capstone business education course that allows students to run a school enterprise and give back to the school and community. Students will have the choice of various business departments to work while collaborating with everyone involved in the business. Students will walk away with the understanding of operating a business, servant leadership, teamwork, ethics, collaboration, and other employability and soft skills essential in any walk of life.

ENDURING UNDERSTANDINGS *Students will understand that...*	ESSENTIAL QUESTIONS *Students will keep considering...*
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?
	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?
Career and technical education provides pathways to high-demand, high-wage career opportunities, and personal fulfillment.	Why is career and life readiness important? What jobs and careers are available to meet individual and societal needs locally, regionally, and nationally?
	How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?
	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?

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) Opportunties associated with the course	Potential WORK BASED LEARNING (WBL) opportunities associated with the course
Youth Leadership Certificate	Students run the school coffee shops
Potential DUAL CREDIT Opportunties associated with the course	

Leadership/Employability/Life Skills		
STAGE 1: Desired Unit Results Students will learn many skills needed to be successful in business and life		**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?	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 the course, students and teachers use the 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?	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 their portfolio/evidence journal, students will reflect on the essential questions through a quick write, constructed response as well as the Youth Leadership Certificate Criteria.
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.**		Daily business operations and student/peer assessment
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.**		
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.	Daily business operations and student/peer assessment
	CD4.a.7.h: I can assess how flexibility and willingness to learn new knowledge and skills affect employment status.	Daily business operations and student/peer assessment
	CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.	
	CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster's pathways.	Daily business operations and student/peer assessment
	CD4.a.10.h: I can manage work roles and responsibilities to balance them with other life roles and responsibilities.	
b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	CD4.b.5.h: I can use multiple resources to locate job opportunities.	
	CD4.b.6.h: I can prepare a resume, cover letter, employment application.	
	CD4.b.7.h: I can employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.	Daily business operations and student/peer assessment
c: I identify and exhibit traits for retaining employment.	CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.	Daily business operations and student/peer assessment
	CD4.c.5.h: I can maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.	Daily business operations and student/peer assessment
	CD4.c.6.h: I can complete required employment forms and documentation.	
	CD4.c.7.h: I can summarize key activities necessary to retain a job in an industry.	
d: I develop positive relationships with others.	CD4.d.5.h: I can participate in cocurricular and community activities to enhance the school experience.	
	CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.	Daily business operations and student/peer assessment
	CD4.d.7.h: I can examine the skills required to enable students to successfully transition to postsecondary opportunities.	
	CD4.d.8.h: I can use a systematic approach to academic and career planning for students to achieve their learning, socio-cultural and work goals.	
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.	Daily business operations and student/peer assessment
	IMT1.a.7.h: I can explain the level of objectivity for a given source of information.	Daily business operations and student/peer assessment
	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.	Daily business operations and student/peer assessment
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	Daily business operations and student/peer assessment
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.	Daily business operations and student/peer assessment
	IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.	Daily business operations and student/peer assessment
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.	Daily business operations and student/peer assessment
	IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.	Daily business operations and student/peer assessment
	IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.	
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.	Students will communicate and collaborate daily with peers and customers.	Daily business operations and student/peer assessment
Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.	Students will use various online resources to gather information to assist in the operation of the SU.	
Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.	Students will control the daily operations of the SU.	

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 unforld 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, subcriptions (such asPLTW), etc.
What personal skills can you improve to assist in the success and growth of the SU?	small group mini lessons	Online research
What are skills needed in the spartan union to keep it thriving and giving?	small group huddles and reflection	Youth Leadership Certificate
What skills do you need to work on to improve yourself and the spartan union?	team manager huddles & reflection	

management		
STAGE 1: Desired Unit Results student managers will assess peers		**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?	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 the course, students and teachers use the 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?	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 their portfolio/evidence journal, students will reflect on the essential questions through a quick write, constructed response as well as the Youth Leadership Certificate Criteria.
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.11.h: I can determine the information needed to address an identified problem.	Daily assessment of staff, business meeting leader, and operations leader.
	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.**		
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.	Daily assessment of staff, business meeting leader, and operations leader.
	CD4.a.7.h: I can assess how flexibility and willingness to learn new knowledge and skills affect employment status.	
	CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.	
	CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster's pathways.	
	CD4.a.10.h: I can manage work roles and responsibilities to balance them with other life roles and responsibilities.	
b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	CD4.b.5.h: I can use multiple resources to locate job opportunities.	
	CD4.b.6.h: I can prepare a resume, cover letter, employment application.	
	CD4.b.7.h: I can employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.	Daily assessment of staff, business meeting leader, and operations leader.
c: I identify and exhibit traits for retaining employment.	CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.	
	CD4.c.5.h: I can maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.	
	CD4.c.6.h: I can complete required employment forms and documentation.	
	CD4.c.7.h: I can summarize key activities necessary to retain a job in an industry.	
d: I develop positive relationships with others.	CD4.d.5.h: I can participate in cocurricular and community activities to enhance the school experience.	
	CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.	Daily assessment of staff, business meeting leader, and operations leader.
	CD4.d.7.h: I can examine the skills required to enable students to successfully transition to postsecondary opportunities.	
	CD4.d.8.h: I can use a systematic approach to academic and career planning for students to achieve their learning, socio-cultural and work goals.	
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.	Daily assessment of staff, business meeting leader, and operations leader.
	IMT1.a.7.h: I can explain the level of objectivity for a given source of information.	
	IMT1.a.8.h: I can model how raw data can be applied differently to support opposing arguments or premises.	
b: I determine the relevance, validity and timeliness of data and information.	IMT1.b.7.h: I can use raw data and information appropriately to support an argument, idea or initiative.	
	IMT1.b.8.h: I can compare and contrast validity of information from electronic and non-electronic sources.	
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	
c: I select relevant information necessary for making decisions and solving problems	IMT1.c.5.h: I can defend a solution or conclusion using appropriate data and information.	
	IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.	
d: I apply data and information to communicate ideas and create new opportunities.	IMT1.d.6.h: I can defend a proposal for a new product or service based on data and information analysis.	
	IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.	
	IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.	
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 communicate daily to my peers through business meetings and assessment discussions.	Daily SU assessment
Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.	I can use various online resources to help with tough conversations and praise.	
Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.	I can demonstrate leadership skills through my management opportunities in the SU.	
SUPPORTING STANDARDS AND LEARNING TARGETS		**Performance Tasks Options/ Assessment Strategies by Standard** Students may be given options to show their learning in varied ways.

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 unforld 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, subcriptions (such asPLTW), etc.
How can you use leadership skills to manage and assess peers?	Modeling for students through student discussions. Online research of various styles of leadership	SU peer rubric

Hospitality & Event Planning		
STAGE 1: Desired Unit Results Students wil understand what it takes to hold small and large events to benefit both the school and the SU		**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?	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 the course, students and teachers use the 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?	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 their portfolio/evidence journal, students will reflect on the essential questions through a quick write, constructed response as well as the Youth Leadership Certificate Criteria.
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.11.h: I can determine the information needed to address an identified problem.	Weekly event planning and working with marketing and finance to achieve these plans.
	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.**		
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.7.h: I can assess how flexibility and willingness to learn new knowledge and skills affect employment status.	Weekly event planning and working with marketing and finance to
	CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.	achieve these plans.
	CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster's pathways.	
	CD4.a.10.h: I can manage work roles and responsibilities to balance them with other life roles and responsibilities.	
b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	CD4.b.5.h: I can use multiple resources to locate job opportunities.	
	CD4.b.6.h: I can prepare a resume, cover letter, employment application.	
	CD4.b.7.h: I can employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.	Weekly event planning and working with marketing and finance to
c: I identify and exhibit traits for retaining employment.	CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.	achieve these plans.
	CD4.c.5.h: I can maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.	
	CD4.c.6.h: I can complete required employment forms and documentation.	
	CD4.c.7.h: I can summarize key activities necessary to retain a job in an industry.	
d: I develop positive relationships with others.	CD4.d.5.h: I can participate in cocurricular and community activities to enhance the school experience.	
	CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.	Weekly event planning and working with marketing and finance to
	CD4.d.7.h: I can examine the skills required to enable students to successfully transition to postsecondary opportunities.	achieve these plans.
	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.	
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.	Weekly event planning and working with marketing and finance to
	IMT1.a.7.h: I can explain the level of objectivity for a given source of information.	achieve these plans.
	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.	
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	
c: I select relevant information necessary for making decisions and solving problems	IMT1.c.5.h: I can defend a solution or conclusion using appropriate data and information.	
	IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.	
d: I apply data and information to communicate ideas and create new opportunities.	IMT1.d.6.h: I can defend a proposal for a new product or service based on data and information analysis.	
	IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.	
	IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.	
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 work with a team to collaborate creative ideas for events to be planned in the SU	Weekly event planning and working with marketing and finance to
Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.	I will use online resources and past SU documents to plan new or updated events.	achieve these plans.
Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.	I will analyze prior events and learn how events used from other organizations can be implemented in the SU.	
SUPPORTING STANDARDS AND LEARNING TARGETS		**Performance Tasks Options/ Assessment Strategies by Standard** Students may be given options to show their learning in varied ways.

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 unforld 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, subcriptions (such asPLTW), etc.
What does a great event look like?	initiative, research, teamwork, collaboration, planning, follow up and follow through, reflecting	SU folder/prior documents and online research
How planning takes place before you launch an event?	initiative, research, teamwork, collaboration, planning,	
	follow up and follow through, reflecting	

Finance		
STAGE 1: Desired Unit Results Students will make all financial decsions for the spartan union		**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?	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 the course, students and teachers use the 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?	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 their portfolio/evidence journal, students will reflect on the essential questions through a quick write, constructed response as well as the Youth Leadership Certificate Criteria.
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.11.h: I can determine the information needed to address an identified problem.	Daily financial decsions such as purchasing, inventory management, invoice payment, pricing, and financial recommendations.
	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.**		
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.7.h: I can assess how flexibility and willingness to learn new knowledge and skills affect employment status.	
	CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.	
	CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster's pathways.	Daily financial decsions such as purchasing, inventory management,
	CD4.a.10.h: I can manage work roles and responsibilities to balance them with other life roles and responsibilities.	invoice payment, pricing, and financial recommendations.
b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	CD4.b.5.h: I can use multiple resources to locate job opportunities.	
	CD4.b.6.h: I can prepare a resume, cover letter, employment application.	
	CD4.b.7.h: I can employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.	
c: I identify and exhibit traits for retaining employment.	CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.	Daily financial decsions such as purchasing, inventory management,
	CD4.c.5.h: I can maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.	invoice payment, pricing, and financial recommendations.
	CD4.c.6.h: I can complete required employment forms and documentation.	
	CD4.c.7.h: I can summarize key activities necessary to retain a job in an industry.	
d: I develop positive relationships with others.	CD4.d.5.h: I can participate in cocurricular and community activities to enhance the school experience.	
	CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.	Daily financial decsions such as purchasing, inventory management,
	CD4.d.7.h: I can examine the skills required to enable students to successfully transition to postsecondary opportunities.	invoice payment, pricing, and financial recommendations.
	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.	
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.	Daily financial decsions such as purchasing, inventory management,
	IMT1.a.7.h: I can explain the level of objectivity for a given source of information.	invoice payment, pricing, and financial recommendations.
	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.	
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	
c: I select relevant information necessary for making decisions and solving problems	IMT1.c.5.h: I can defend a solution or conclusion using appropriate data and information.	
	IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.	
d: I apply data and information to communicate ideas and create new opportunities.	IMT1.d.6.h: I can defend a proposal for a new product or service based on data and information analysis.	
	IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.	
	IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.	
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 conduct Financial collaboration and teamwork daily to achieve our business goals.	Daily financial decsions such as purchasing, inventory management,
Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.	I can research, analyze, and assess what are the best financial decisions for the SU.	invoice payment, pricing, and financial recommendations.
Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.	I can demonstrate foundational financial knowledge that applies to all 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 unforld 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, subcriptions (such asPLTW), etc.
How can my financial decisions help the SU?	financial analysis	online research
What new financial operations can we bring into the SU?	financial research	online research

Marketing		
STAGE 1: Desired Unit Results Students will learn sll aspects of marketing that will be applied to the SU.		**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?	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 the course, students and teachers use the 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?	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 their portfolio/evidence journal, students will reflect on the essential questions through a quick write, constructed response as well as the Youth Leadership Certificate Criteria.
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.11.h: I can determine the information needed to address an identified problem.	Daily marketing decisions including price, promotions, products, and digital.
	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.**		
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.7.h: I can assess how flexibility and willingness to learn new knowledge and skills affect employment status.	Daily marketing decisions including price, promotions, products,
	CD4.a.8.h: I can apply communication strategies when adapting to a culturally diverse environment.	and digital.
	CD4.a.9.h: I can use positive workqualities typically desired in each of the career cluster's pathways.	
	CD4.a.10.h: I can manage work roles and responsibilities to balance them with other life roles and responsibilities.	
b: I demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	CD4.b.5.h: I can use multiple resources to locate job opportunities.	Daily marketing decisions including price, promotions, products,
	CD4.b.6.h: I can prepare a resume, cover letter, employment application.	and digital.
	CD4.b.7.h: I can employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.	
c: I identify and exhibit traits for retaining employment.	CD4.c.4.h: I can model behaviors that demonstrate reliability and dependability.	Daily marketing decisions including price, promotions, products,
	CD4.c.5.h: I can maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.	and digital.
	CD4.c.6.h: I can complete required employment forms and documentation.	
	CD4.c.7.h: I can summarize key activities necessary to retain a job in an industry.	
d: I develop positive relationships with others.	CD4.d.5.h: I can participate in cocurricular and community activities to enhance the school experience.	
	CD4.d.6.h: I can evaluate the best method to assist co-workers in accomplishing goals and tasks.	
	CD4.d.7.h: I can examine the skills required to enable students to successfully transition to postsecondary opportunities.	
	CD4.d.8.h: I can use a systematic approach to academic and career planning for students to achieve their learning, socio-cultural and work goals.	
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.	Daily marketing decisions including price, promotions, products,
	IMT1.a.7.h: I can explain the level of objectivity for a given source of information.	and digital.
	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.	
	IMT1.b.9.h: I can defend a position or decision using relevant, valid and timely data and information.	
c: I select relevant information necessary for making decisions and solving problems	IMT1.c.5.h: I can defend a solution or conclusion using appropriate data and information.	
	IMT1.c.6.h: I can interpret and select appropriate information to develop a resolution for a given situation.	
d: I apply data and information to communicate ideas and create new opportunities.	IMT1.d.6.h: I can defend a proposal for a new product or service based on data and information analysis.	
	IMT1.d.7.h: I can synthesize data and information from multiple sources to identify new trends.	
	IMT1.d.8.h: I can manage and share stored data and information for a specific purpose.	
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 be involved with collaboration, teamwork, creativity, and decision making on all marketing aspects of the SU	Daily marketing decisions including price, promotions, products,
Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.	I can use past and future marketing research and knowledge to help build a successful business.	and digital.
Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.	I can create marketing strategies that will apply to any business.	
SUPPORTING STANDARDS AND LEARNING TARGETS		**Performance Tasks Options/ Assessment Strategies by Standard** Students may be given options to show their learning in varied ways.
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 unforld 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, subcriptions (such asPLTW), etc.
How can I use marketing strategies to increase sales?	online research of existing and competitive businesses	online research
What product and promotion introductions will help grow the SU?	online research of existing and competitive businesses	online research

Priority Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
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.	x	x	x	x	x
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.	x	x	x	x	x
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.	x	x	x	x	x
Standard: BIT.BC1: Students will communicate in a clear, concise, accurate and courteous manner on personal and professional levels.	x	x	x	x	x
Standard: BIT.BC4: Students will locate, assess and use information from a variety of print and digital sources.	x	x	x	x	x
Standard: BIT.GB1: Students will analyze the impact of the global business environment on business, consumers and economies.	x	x	x	x	x