



**School
District of the
City of
St. Charles**

**7-12
Computers/Business/
Marketing/
Information Technology**

Approved by the Board of Education
June 12, 2025



**7-12 Computers/Business/
Marketing/Information Technology
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District Mission

Engage. Empower. Inspire.
Every Learner, Every Day!

District Vision

The City of St. Charles School District will be a leader of academic excellence that prepares students to be successful in all aspects of life.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- Academic Excellence
 - We use research-based best practices to help all students reach their highest potential
 - We engage students through active learning and collaboration to foster lifelong achievement
 - We set measurable goals, personalize instruction, and celebrate every student's growth.
- Student Centered
 - We inspire learners to embrace continuous growth and improvement.
 - We develop the whole child academically, socially, emotionally, and behaviorally.
 - We equip students with the skills and knowledge for success in SCSD and beyond.
- Integrity
 - We align our actions to our values.
 - We are transparent and honest in our communication.
 - We hold ourselves accountable for doing the right thing.
- Diversity
 - We respect, honor, and celebrate every member of our community within & beyond the classroom.
 - We acknowledge and value the unique qualities in everyone's learning journey.
 - We embrace our diversity as a source of strength and unity.
- Community
 - We collaborate across all community levels to build an inclusive and supportive environment that empowers every student.
 - We cultivate opportunities for our students to connect and contribute within the district and beyond.
 - We foster open communication through diverse channels to engage all stakeholders.

District Goals

1. Academic Performance
 - Attendance
 - Student Achievement
 - Success Ready Students
2. Culture
 - Student Support
 - Sense of Belonging
 - Community Involvement
3. Facilities, Support, and Instructional Resource
 - School Configuration
 - Facilities
 - Staffing
 - Finance

7-12 Computers/Business/Marketing/Information Technology Rationale

Business, Marketing, and Information Technology education equips students with essential skills to thrive in today's rapidly evolving digital world and competitive job market. These subjects foster critical thinking, problem-solving, and adaptability, providing students with a strong foundation in financial literacy, entrepreneurial thinking, and innovation. By developing these competencies, students can create personal brands, make informed financial decisions, and adapt to changing technological landscapes. This education prepares students to contribute meaningfully to society, collaborate effectively, and become responsible, resourceful individuals in both personal and professional contexts.

The teaching of business, marketing, and information technology emphasizes flexibility, creativity, and responsibility. Students are encouraged to adapt to new challenges, manage time and resources efficiently, and develop both technical and soft skills essential for future success. By fostering independence, digital citizenship, and collaboration, educators aim to nurture problem-solving abilities through the decomposition of complex tasks and the development of algorithms. The goal is to prepare students to be productive, ethical, and innovative contributors to a digitally driven economy, equipping them with the tools necessary for lifelong learning and career growth.

The City of St. Charles R-VI School District is dedicated to producing adept and sought-after future employees. Our comprehensive technology curriculum equips students with essential digital citizenship skills while fostering their problem-solving, critical thinking, creativity, and collaboration abilities. By cultivating these skills, we prepare students for future academic and professional success in a technology-driven world.

7-12 Computers/Business/Marketing/Information Technology Program Goals

7-8 Goals

- Create and format professional documents, presentations, and spreadsheets to effectively communicate ideas and collaborate with others.
- Apply ethical guidelines when using software tools to create original work, avoiding plagiarism and respecting copyright laws.
- Utilize their keyboarding and computer skills in other subjects to enhance learning outcomes and productivity.

9-12 Goals

- Apply budgeting, financial planning, and money management skills to make informed personal financial decisions.
- Use ethical accounting principles to navigate financial decisions responsibly in careers and everyday life.
- Interpret financial information to make smart investment, business, and career-related decisions.
- Utilize accounting software and digital tools to manage finances efficiently in personal and professional settings.
- Use accounting concepts (such as budgeting, financial reporting, and tax preparation) to manage their own personal finances, making informed decisions about spending, saving, and investing.
- Explain how financial statements and accounting records influence business decisions in the real world, demonstrating an understanding of how these skills apply to careers in business, entrepreneurship, and management.
- Recognize the connections between accounting and other subjects, such as using math for financial calculations, understanding economic principles that impact business practices, and utilizing software tools (e.g., Excel) for financial analysis and reporting.
- Explore how ethical issues and regulations (such as GAAP and fraud prevention) play a role in accounting and business, applying this knowledge to evaluate the impact of accounting decisions on society and the economy.
- Identify various career paths that require accounting knowledge, such as in finance, auditing, and nonprofit management, and understand how the skills developed in the course can lead to professional opportunities in those fields.
- Apply media literacy skills
- Communicate effectively through video
- Apply professional production processes
- Produce professional-quality broadcasts
- Think critically about media messaging
- Collaborate in professional media environments
- Make informed decisions, manage teams, and lead others effectively in various settings.
- Develop strong verbal and written communication skills to effectively interact with people at all levels in personal, academic, and professional settings.
- Develop an understanding of ethical business practices and the importance of corporate social responsibility.
- Understand the dynamics of teamwork, learning how to collaborate with diverse groups and manage group conflict.
- Identify, assess, and mitigate risks in business and personal ventures.

- Gain an understanding of how global factors, such as cultural differences, international markets, and global economics, affect business decisions and management.
- Apply digital tools and software to organize, analyze, and present information effectively in academic, personal, and professional settings.
- Create and format professional emails, reports, presentations, and other documents appropriate for workplace and academic settings.
- Navigate the internet responsibly, evaluate online sources for credibility, and understand ethical considerations like digital citizenship, plagiarism, and cybersecurity.
- Use applications like word processors, spreadsheets, and presentation software to streamline tasks, increase efficiency, and manage information.
- Organize and interpret data using spreadsheets, charts, and databases to make informed decisions in school, business, or daily life.
- Learn how to quickly adapt to new software, platforms, and digital tools to remain competitive in a changing technological landscape.
- Apply workplace readiness skills—such as professionalism, communication, problem-solving, ethical decision-making, and teamwork—to adapt and succeed in diverse real-world employment situations.
- Evaluate personal strengths, interests, and values to set informed career goals and actively navigate career pathways by making meaningful decisions about education, training, and employment opportunities.
- Independently apply entrepreneurial thinking and economic reasoning to identify opportunities, solve problems creatively, and make sound financial and business decisions
- Integrate life skills, career planning, and entrepreneurial thinking to thrive in a rapidly changing workforce, demonstrating initiative, adaptability, and responsible decision-making in pursuit of their personal and professional goals
- Create professional-quality print and digital media
- Utilize industry-standard tools with confidence
- Follow a structured design process
- Apply foundational design skills across contexts and platforms
- Develop independence and problem-solving skills
- Identify challenges in the community or industry and develop creative solutions using an entrepreneurial mindset.
- Apply budgeting, investing, and financial decision-making skills to manage personal finances and future business endeavors.
- Overcome setbacks and failures with a growth mindset, applying lessons learned to future opportunities.
- Establish professional connections, leverage mentorship, and collaborate with others to advance personal and business goals.
- Evaluate market trends, identify business opportunities, and assess risks before making career or financial decisions.
- Analyze current economic trends and their impact on businesses and consumers.
- Understand cultural differences and how they influence business practices globally.
- Develop an entrepreneurial mindset, including creativity, risk-taking, and problem-solving skills.
- Demonstrate proficiency in key business operations functions such as marketing, finance, human resources, and logistics.
- Effectively communicate ideas through written, verbal, and digital formats.
- Research and explore careers of their choice and careers in the marketing field

- Become a wise consumer by understanding how companies use marketing through focusing on the 7 functions of marketing and use of the marketing mix
- Increase and improve their communications skills through classroom activities, projects, presentations, and DECA role plays
- Apply professional and ethical workplace behaviors
- Independently manage sales transactions, inventory, and financial records using point-of-sale systems and basic accounting principles.
- Design and implement effective merchandising and promotional strategies to attract and engage consumers.
- Collaborate and communicate effectively with customers, coworkers, and supervisors in a professional retail setting.
- Leverage leadership and marketing experiences to pursue post-secondary opportunities and professional growth.
- Apply goal-setting and decision-making skills to create, evaluate, and adjust personal financial plans that align with individual values and life goals
- Assess various income sources, including wages, salaries, and investments, to effectively plan for current and future financial needs.
- Navigate and select appropriate banking services to manage personal finances efficiently and securely.
- Evaluate credit options and manage credit responsibly to maintain financial health and achieve personal financial goals.
- Identify potential financial risks and apply appropriate risk management strategies, including insurance, to protect personal assets.
- Understand tax obligations and legal considerations to comply with regulations and optimize financial decisions.
- Apply critical thinking to make informed consumer decisions, recognizing the influence of advertising and marketing strategies.
- Leverage financial technology tools to manage personal finances effectively and stay informed about financial matters.
- Develop and execute digital marketing strategies that align with brand goals and resonate with target audiences.
- Create and curate engaging, platform-appropriate content that communicates a clear and consistent message.
- Select and utilize the most effective digital marketing channels and tools to reach and influence consumers.
- Analyze audience behavior and campaign performance using social media metrics and data analytics.
- Adapt marketing strategies based on feedback, performance data, and evolving trends in digital media.
- Apply ethical and responsible practices when creating, sharing, and promoting digital content.
- Collaborate in creative and professional settings to plan, design, and refine digital campaigns.
- Use digital storytelling and branding techniques to promote ideas, products, services, or personal/professional identity.
- Analyze consumer behavior and target markets to develop effective marketing strategies.
- Design promotional campaigns that integrate sponsorships, endorsements, and media partnerships.
- Evaluate the economic and cultural impact of sports and entertainment industries locally and globally.

- Use data and analytics to assess the success of marketing efforts and inform future decisions.
- Adapt marketing strategies in response to industry trends, technology shifts, and audience feedback.
- Create engaging brand experiences through digital media, live events, and fan interactions.
- Collaborate professionally in team settings to solve problems and pitch marketing ideas.
- Creative storytelling and communication skills
- Technical proficiency with media tools
- Collaboration and teamwork
- Adaptability and Problem-Solving
- Project Management and Time Organization
- Apply industry-standard design techniques
- Communicate visually with purpose
- Adapt design skills to multiple media formats
- Solve and create challenges using technology
- Demonstrate professional responsibility with regard to adherence to deadlines
- Communicate ideas clearly and effectively using digital tools and visual media.
- Apply logic, structure, and problem-solving to real-world challenges.
- Demonstrate digital literacy by navigating and adapting to new technologies.
- Organize and manage complex tasks through planning, iteration, and attention to detail.
- Critically evaluate and choose the best tools or methods to complete a task effectively.
- Collaborate and communicate professionally when sharing creative or technical work.
- Manage time effectively and stay organized to meet project deadlines and balance multiple tasks.

7-12 Business/Marketing/Computer Technology Course Descriptions

Computers 7 - Within this required course, students will discover practical applications using word processing skills, spreadsheet functions, presentation skills, and graphic formatting to create various publications. Students receive immediate benefits, which will be utilized in other courses throughout their educational career. Skills learned will benefit students for future personal use and careers.

Computers 8 - Within this required course, students will discover practical applications using word processing skills, spreadsheet functions, presentation skills, and graphic formatting to create various publications. Students receive immediate benefits, which will be utilized in other courses throughout their educational career. Skills learned will benefit students for future personal use and careers.

Accounting 1 - Accounting is your gateway to mastering the financial backbone of every successful business! Through a blend of hands-on learning and cutting-edge computerized tools, you'll gain a deep understanding of how businesses track and manage their finances. Whether you're planning to go to college or jump straight into the workforce, this course equips you with essential skills for personal success and professional growth. Plus, if you dream of being an entrepreneur, accounting is the key to turning your ideas into reality by helping you manage cash flow, make smart financial decisions, and understand the numbers that drive your business forward!

Accounting 2 - Accounting 2 is a year-long, in-depth course designed for students eager to deepen their understanding of corporate accounting. Building on the fundamentals from Accounting 1, you'll dive into advanced topics like computerized journals, ledgers, financial statements, and tax procedures, all using the same tools professionals rely on. This course equips you with the essential skills to thrive in college business programs and prepares you for future careers in finance, accounting, or management. If you're serious about mastering the language of business, Accounting 2 is your next step toward success!

Broadcast Media - This engaging year-long course covers various aspects of broadcasting, video editing, scriptwriting, and live streaming. Learn how to use multimedia technology and equipment found in top newsrooms while utilizing digital editing skills learned in previous computer classes. Throughout the course, students work individually and in teams to create a variety of projects, including live broadcasts to be shown to the school. Emphasis is placed on creativity, technical skills, storytelling, and collaboration.

Business Management - Business Management is your first step toward mastering the skills needed to run a successful business! In this exciting class, you'll explore everything from how businesses are organized and the responsibilities they have to society, to the basics of economics and managing people. You'll dive into real-world concepts like international business, ethical decision-making, and effective communication. Whether you're looking to become a future leader or simply want to understand how businesses work, this course gives you the foundation to thrive in today's fast-paced business world!

Computer Applications - This course provides students with hands-on experience in a variety of industry leading software applications commonly used in business, education, and everyday life. The focus is on developing proficiency in essential tools such as word processing, spreadsheets, presentations, and internet applications. By the end of the course, students will be equipped with the skills needed to efficiently use computer applications for various tasks in professional, academic, and

personal settings. No prior experience is required, making it suitable for beginners and individuals seeking to enhance their technological literacy.

Cooperative Career Education - Cooperative Career Education (CCE) is a full year class for Juniors and Seniors who have, or are seeking a career goal or interest. Students will cover a wide range of topics including occupational research, job seeking skills, career preparation, money management, business applications, soft skills, effective communication skills, and the impacts of the global economy. The curriculum reflects current business trends and prepares students to meet the demands of the business world. Job shadowing is also a key unit which provides students opportunities to see the workplace in action.

Cooperative Career Education Internship - The Cooperative Career Education (CCE) Internship program is a workplace learning experience, which is an extension of the Cooperative Career Education classroom. Cooperative Career Education (CCE) training is designed for, and only for, students currently enrolled in the Cooperative Career Education (CCE) class. The CCE Internship provides on-the-job work experience that allows students to master academic and workplace skills. The work experience reinforces the importance of interpersonal skills, decision-making, problem-solving, critical thinking, and teamwork skills. Students must work 10 hours a week for one credit, and 20 hours per week for 2 credits (2 credit maximum).

Digital Media - Explore the world of print design and layout with our dynamic, hands-on curriculum! Students will acquire key techniques to produce professional-quality documents for both print and digital media. Each lesson focuses on a specific task, enabling students to progressively build and refine their skills. Comprehensive guides accompany every activity, offering step-by-step instructions to ensure successful mastery of the technical aspects. This course is beginner-friendly, welcoming those eager to elevate their design abilities—no prior experience required!

Entrepreneurship - Entrepreneurship is your chance to turn big ideas into reality! In this dynamic course, you'll learn the ins and outs of starting and running your own business. From brainstorming ideas to building business plans and managing operations, you'll get real-world experience and the tools you need to become a successful entrepreneur. Whether you're dreaming of launching a startup, opening a local shop, or creating the next big brand, this course will guide you every step of the way. If you're ready to take charge of your future and make an impact, Entrepreneurship is the perfect place to start! How can entrepreneurs use market research, mentorship, and financial tools to strengthen and validate their business ideas?

Introduction to Business - Get ready to dive into the fast-paced world of modern business. In this course, you'll explore the many dynamic functions that drive today's companies and industries. From navigating the challenges of a rapidly changing society to making impactful decisions in real-world business environments, this class will empower you with the knowledge and skills to thrive in the business world. Are you ready to discover how businesses really work and how YOU can make a difference? Let's get started!

Marketing 1 - This course covers essential topics such as consumer behavior, advertising, market research, branding, and the marketing mix (Product, Price, Place, Promotion). Students will explore how businesses develop strategies to meet customer needs and compete in the global marketplace. Through interactive activities, case studies, and group projects, students will gain hands-on experience creating marketing plans, designing advertisements, and examining market

research. The course also explores career opportunities in marketing, helping students develop critical thinking, creativity, and communication skills that are valuable in any business environment. DECA, "An Association of Marketing Students," is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences, and competition on a district, state, and national level.

Marketing Internship - The Supervised Marketing Internship program is a workplace learning experience, which is an extension of the marketing education classroom. Supervised Marketing Internship training is designed for, and only for, students currently enrolled in an approved marketing course. The Supervised Marketing Internship program provides on-the-job work experience that gives students the opportunity to master academic and workplace skills. Students can make connections with real world expectations in terms of accuracy of work, production, staying on task, responsibility for work--all components which are emphasized in the marketing classroom setting. The work experience reinforces the importance of interpersonal skills, decision making, problem solving, critical thinking, and teamwork skills, which give students a forum to develop positive workplace experiences as they enter the workforce or prepare for continued education. The Supervised Marketing Internship program facilitates the transition from the classroom to the workplace. This program also gives students the opportunity to develop skills and attitudes not usually taught in other courses. Students will work a minimum of 10 hours per week on average for each credit hour (2 credit maximum) at an approved marketing job. DECA, "An Association of Marketing Students," is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences, and competition on a district, state, and national level. Per DESE guidelines, students are required to be a DECA member.

Merchandising Lab - Retail Merchandising Lab gives the students an opportunity to handle cash/credit operations, set-up displays, prepare advertisements, use the computer to keep accurate accounting records, select, design, and order merchandise to sell in the school store, as well as work with the public on a daily basis. Students must be honest, dependable, hardworking and creative. DECA, "An Association of Marketing Students," is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences, and competition on a district, state, and national level.

Personal Finance - Understanding financial management concepts is an important life skill. Students will explore how individual choices directly influence occupational goals and future earnings potential. A thorough understanding of financial concepts, with practical application through activities and projects, will enable students to leave this course making informed personal financial decisions leading to financial independence. Students will design personal and household budgets utilizing checking and saving accounts, gain knowledge in debt and credit management, and evaluate and understand insurance and taxes. This step towards financial literacy is the first step in creating a financially secure future.

Social Media Marketing - Dive into the dynamic world of social media marketing in this engaging high school course! Students will explore the essential principles of marketing through popular social media platforms such as Instagram, TikTok, Facebook, and X. Throughout the course, learners will discover how to create compelling content, develop effective marketing strategies, and analyze audience engagement. Hands-on projects will allow students to design and execute their own social media campaigns, gaining practical experience in brand promotion and digital storytelling. By the end of the course, students will be equipped with the skills to leverage social media for personal branding,

understand the impact of social media on consumer behavior, and prepare for future opportunities in the marketing field.

Sports and Entertainment Marketing - The Sports and Entertainment Marketing course develops student understanding of the sports and entertainment industries, their impact on local communities, and products. Emphasis is placed on fundamental marketing concepts, career opportunities in sports and entertainment marketing, and methods used to segment sports and entertainment/event markets. Students will explore factors motivating consumers to participate in or attend sports and entertainment/events, pricing, branding, promotion, marketing-information management, and channel management. By the end of the course, students will gain valuable skills in communication, teamwork, and critical thinking, while understanding the business side of the industries they love. DECA, "An Association of Marketing Students," is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences, and competition on a district, state, and national level.

Video Editing and Broadcast Essentials - Dive into the exciting world of video production with this hands-on curriculum designed to equip students with essential technical skills. Through a series of engaging projects, you'll explore video editing techniques using industry-leading software. Students will create a range of content, including commercials, how-to videos, short films, public service announcements (PSAs), and marketing campaigns. Additionally, you'll get an introduction to working with special effects, enhancing your storytelling abilities. Learn to work with state-of-the-art AV & broadcast equipment, including a variety of video cameras, microphones, etc.... No prior experience is necessary—just bring your creativity and enthusiasm!

Visual Design Essentials - Through an exciting activity-based curriculum, students will explore key image editing and illustration techniques. Students will learn how to use industry leading software to manipulate photos, create graphic images, and design professional documents and files for various media platforms. Projects include creating posters, flyers, and banners that reflect today's industry standards. Additionally, students will be introduced to vector graphics expanding their design capabilities across both raster and vector-based applications.

Web Design - This course introduces the key principles and practices involved in designing visually appealing and functional websites. Students will cover topics from design theory and user experience (UX) to hands-on technical skills like HTML, CSS, and WYSIWYG (What You See Is What You Get) programs. Students will learn how to create websites that are both aesthetically pleasing and optimized for performance across various devices and platforms.

Computers 7

Course Overview

Grade level(s): 7	Credits earned: N/A (taught for one quarter in 7th grade)
Course Description	
Within this required course, students will discover practical applications using word processing skills, spreadsheet functions, presentation skills, and graphic formatting to create various publications. Students receive immediate benefits, which will be utilized in other courses throughout their educational career. Skills learned will benefit students for future personal use and careers.	
Transfer Goals	
<i>Students will be able to independently use their learning to understand...</i> • Create and format professional documents, presentations, and spreadsheets to effectively communicate ideas and collaborate with others. • Apply ethical guidelines when using software tools to create original work, avoiding plagiarism and respecting copyright laws. • Utilize their keyboarding and computer skills in other subjects to enhance learning outcomes and productivity.	
Priority Missouri Learning Standards/National Standards	
MO Computer Applications, 2022 • Input Methods: 1, 3 • Business Documents Using Word Processing Applications: 1, 3, 8, 12, 13 • Business Documents Using Spreadsheet Applications: 1, 2, 4, 5, 7 • Business Documents Using Presentation Applications: 1, 2, 3, • Internet and Online Classroom Portals: 2, 5, 7 MO Computer Science Standards, 2021 • 6-8 Data & Analysis: Collection, Visualization & Transformation 01	

Unit 1 Keyboarding

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Computer Applications , 2022 Input Methods: 1, 3	<i>Students will understand that...</i> - Students should be able to place their fingers on the "home row" keys (ASDF for the left hand and JKL; for the right hand). - It's important for students to focus on typing accurately, not just quickly, to prevent developing bad habits. - Students should be able to use keyboarding in a variety of applications, such as word processing software or online platforms.	<i>Students will consider...</i> - Why is it important to learn proper keyboarding techniques? - Why are speed and accuracy essential to business?
Learning Targets		
<i>Students will...</i> - Gain proficiency and speed in typing - Operate cursor movement keys (i.e. Arrows, backspace, delete, page up and down) - Operate shortcut keys(caps lock, num lock, shift)		
Unit Duration:		
Ongoing throughout quarter		

Unit 2: Word Processing

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Computer Applications , 2022 - Business Documents Using Word Processing Applications: 1, 3, 8, 12, 13 - Internet and Online Classroom Portals: 7	<i>Students will understand that...</i> - They can use their knowledge of how to adjust the appearance of text, such as font style, size, color, and effects like bold, italics, underline, and strikethrough to improve their documents. - The importance of formatting paragraphs, including alignment (left, center, right, justify), line spacing, paragraph spacing, indentation, and bulleting or numbering lists.	<i>Students will consider...</i> - How do you use formatting tools to enhance a document? - What types of documents word processing software can be used to create? - How can you create, save and organize documents when using word processing software?
Learning Targets		
<i>Students will...</i> - Create and format document with the use of enhancement features(font, font size, font color, headers/footers, alignment, line spacing, shading, bold, italics, underline, bullets, orientation) - Insert and manipulate graphics(move, resize, crop)		
Unit Duration:		
3 weeks		

Unit 3: Spreadsheets <i>Desired Results</i>		
Standards	Enduring Understandings	Essential Questions
MO Computer Applications , 2022 - Business Documents Using Spreadsheet Applications: 1, 2, 4, 5, 7 - Internet and Online Classroom Portals: 7 MO Computer Science , 2021 6-8 Data & Analysis: Collection, Visualization & Transformation 01	<i>Students will understand that...</i> - Spreadsheets have rows, columns, and cells that can be manipulated to fit the data. - Spreadsheets are useful to help you organize large sets of data.	<i>Students will consider...</i> - What is a spreadsheet? - How can using spreadsheets help you organize, analyze, and present data to make better decisions?
Learning Targets		
<i>Students will...</i> - Create and design spreadsheets - Format cell, column and row contents(font, color, alignment, shading) - Format numbers (percents, currency, increase and decrease decimals) - Add functions for sum and average - Correct use of spreadsheet terminology - Manipulate multiple worksheets in a workbook		
Unit Duration:		
3 weeks		

Unit 4: Presentations <i>Desired Results</i>		
Standards	Enduring Understandings	Essential Questions
MO Computer Applications , 2022 - Business Documents Using Presentation Applications: 1, 2, 3 - Internet and Online Classroom Portals: 7	<i>Students will understand that...</i> - Emphasizing the importance of structure: title slides, section headers, bullet points, and images improves their presentations. - Their focus on design principles: font size, contrast, alignment, and image use will enhance communication for business purposes..	<i>Students will consider...</i> - What is a business presentation? - Why is it important to present information visually and orally? - What is the purpose of their presentations? Are you informing, persuading, or entertaining your audience?
Learning Targets		
<i>Students will ...</i> - Create and format a presentation that includes proper design/layout principles and presentation etiquette - Demonstrate how to include appropriate animations and transitions to a slideshow - Insert and crop images		
Unit Duration:		
3 weeks		

Unit 5: Online Etiquette & Online Communication

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Computer Applications , 2022 Internet and Online Classroom Portals: 2, 5	<i>Students will understand that...</i> - Understanding the effects of social media on one's identity, relationships, and perceptions. - Effective and responsible social media use involves balancing personal expression with awareness of its impact on self, others, and society.	<i>Students will consider...</i> - How does social media affect their lives? - How do you make healthy choices in their computer usage?
Learning Targets		
<i>Students will...</i> - Analyze the positive and negative effects of computer use and social media on one's life. - Evaluate whether a social media post is trustworthy.		
Unit Duration:		
ongoing		

Learning Plan				
Week(s)	Topic	Learning Targets	Resources/Texts	Assessment
Ongoing	Keyboarding	- Gain proficiency and speed in typing - Operate cursor movement keys (i.e. Arrows, backspace, delete, page up and down) - Operate shortcut keys(caps lock, num lock, shift)	Nitrotype Typing club typing.com	Timed writing Weekly keyboarding record Daily practice
Ongoing	Online etiquette and communication	Analyze the positive and negative effects of computer use and social media on one's life	Common Sense Media B.E. Publishing - Google Apps for learning digital citizenship	read articles watch videos Real life scenarios Reflections Class discussion Written assessment/project
3 weeks	Word Processing	- Create and format document with the use of enhancement features(font, font size, font color, headers/footers, alignment, line spacing, shading, bold, italics, underline, bullets, orientation) - Insert and manipulate graphics(move, resize, crop)	B.E. Publishing - Office Specialist - IT! Series - Popcorn Cinema - Fundae Sunday	Lists Flyers Brochure word Processing Project
3 weeks	Spreadsheets	- Create and design spreadsheets - Format cell, column and row contents(font, color, alignment, shading) - Format numbers (percents, currency, increase and decrease decimals) - Add functions for sum and average - Correct use of spreadsheet terminology - Manipulate multiple worksheets in a workbook	B.E. Publishing - Office Specialist - IT! Series - Popcorn Cinema - Excellent Adventures	Create and edit spreadsheets Format spreadsheets Spreadsheet Project
3 weeks	Presentations	- Create and format a presentation that includes proper design/layout principles and presentation etiquette - Demonstrate how to include appropriate animations and transitions to a slideshow - Insert and crop images	B.E. Publishing - Office Specialist - IT! Series - Popcorn Cinema	Modify or edit a pre-existing slideshow Research a topic and create a presentation Add design elements like images, animations and transitions to improve their presentations

Proficiency Scales for Computers 7

Grade Level/Course: Computers 7	Standard(s): ● MO Computer Applications ○ Input Methods 1, 3 Domain: Keyboarding
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	● Online typing programs (i.e. typing.com, typing club, Nitro Type) ● Typing tests with keyboard covers
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. ● Gain proficiency and speed in typing ● Operate cursor movement keys(i.e. Arrows, backspace, delete, page up and down) ● Operate shortcut keys(caps lock, num lock, shift)	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. ● Identify proper ergonomic principles ● Touch type with minimal gains in proficiency and speed	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. ● Locate and use letter/number/symbol keys with proper fingering ● Identify cursor movement keys(i.e. Arrows, backspace, delete, page up and down) ● Identify shortcut keys(caps lock, num lock, shift)	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Computers 7

Grade Level/Course: Computers 7	Standard: - MO Computer Applications - Business Documents Using Word Processing Applications 1, 3, 8, 12, 13 - Internet and Online Classroom Portals 7 Domain: Word Processing
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	- Lists - Flyers - Brochures - Menus
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. - Create and format document with the use of enhancement features(font, font size, font color, headers/footers, alignment, line spacing, shading, bold, italics, underline, bullets, orientation) - Insert and manipulate graphics (move, resize, crop)	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. - Distinguish the purpose of the different enhancement features - Insert graphics on a document - Demonstrate use of automatic features(AutoCorrect, spell-check, thesaurus)	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. - Identify the correct terminology of word processing, such as bulleted list, font, underline, bold, italics, tab, etc. - Recognize graphics - Label automatic features(AutoCorrect, spell-check, thesaurus)	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Computers 7

Grade Level/Course: Computers 7	Standard: - MO Computer Applications - Business Documents Using Spreadsheet Applications 1, 2, 4, 5 & 7 - Internet and Online Classroom Portals 7 - MO Computer Science 6-8 Data & Analysis - Collection, Visualization & Transformation 01 Domain: Spreadsheets
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	Spreadsheets using - Formatting - Cell - Alignment - Functions
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Create and design spreadsheets - Format cell, column and row contents(font, color, alignment, shading) - Format numbers (percents, currency, increase and decrease decimals) - Add functions for sum and average - Correct use of spreadsheet terminology such as: cell, row, column, sort, etc. - Manipulate multiple worksheets in a workbook	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Format columns and rows - Edit spreadsheets	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. Identify correct use of spreadsheet terminology (font, color, alignment, shading)	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Computers 7

Grade Level/Course: Computers 7	Standard: - MO Computer Applications - Business Documents Using Presentation Applications 1, 2, 3 - Internet and Online Classroom Portals 7 Domain: Presentations
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Presentations that include: - Images - Backgrounds - Animations - Slide Transitions - Content consistent with assignments
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Create presentations that include animations, transitions and graphics - Add backgrounds and images to slides - Insert and crop images	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. Format and edit premade presentations	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. Identify presentation terminology such as, animation, graphics, font, transitions, etc.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Computers 7

Grade Level/Course: Computers 7	Standard: - MO Computer Applications - Internet and Online Classroom Portals 1, 2, 5 Domain: Online etiquette and communication
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- articles/videos on computer use effects - articles/videos on social media effects - Group discussion - Real life scenarios - Current events - Surveys - Poster on Appropriate Social Media Etiquette
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Analyze the positive and negative effects of computer use and social media on one's life. - Evaluate if a social media post is trustworthy.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Describe positive and negative effects of computer use and social media on one's life. - Recognize the purpose and target audience of social media content. - Demonstrate understanding of digital citizenship guidelines	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. Demonstrate correct use of internet terminology such as: websites, social media, search engine, download, upload, browser, trends, hashtag, online safety, cyberbullying, etc.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Computers 8

Course Overview

Grade level(s): 8	Credits earned: N/A (taught for one quarter in 8th grade)
Course Description	
Within this required course, students will discover practical applications using word processing skills, spreadsheet functions, presentation skills, and graphic formatting to create various publications. Students receive immediate benefits, which will be utilized in other courses throughout their educational career. Skills learned will benefit students for future personal use and careers.	
Transfer Goals	
<i>Students will be able to independently use their learning to understand...</i> ● Create and format professional documents, presentations, and spreadsheets to effectively communicate ideas and collaborate with others. ● Apply ethical guidelines when using software tools to create original work, avoiding plagiarism and respecting copyright laws. ● Utilize their keyboarding and computer skills in other subjects to enhance learning outcomes and productivity.	
Priority Missouri Learning Standards/National Standards	
MO Computer Applications, 2022 ● Input Methods, 1, 3 ● Basic Computer Operations: 2, 3, 5, 8, 11 ● Business Documents Using Word Processing Applications: 1, 2, 3, 6, 8, 12 ● Business Documents Using Spreadsheet Applications: 1, 2, 3, 6, 7 ● Business Documents Using Presentation Applications: 1, 2, 3, 4, 5 ● Internet and Online Classroom Portals: 5, 7, 8 MO Computer Science Standards, 2021 ● 6-8 Networks & the Internet: Cybersecurity 01 ● 6-8 Data & Analysis: Collection, Visualization & Transformation 01	

Unit 1 Keyboarding

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Computer Applications , 2022 Input Methods: 1, 3	<i>Students will understand that...</i> - Keyboarding skills form a critical foundation for navigating and interacting with modern technology. - Strong keyboarding skills support effective participation in digital environments while fostering respect for appropriate use of technology in collaborative and independent settings. - Mastering proper keyboarding techniques enables efficient and accurate communication in personal, academic, and professional settings.	<i>Students will consider...</i> - Why is proper keyboarding technique important for effective and efficient typing? - How are keyboarding skills essential in school, work, and everyday life? - How can effective keyboarding skills support success in other academic subjects and standardized testing?
Learning Targets		
<i>Students will...</i> - Recognize and use all keys, including alphanumeric keys, symbols, and punctuation. - Track personal improvement in speed and accuracy over time. - Improve proficiency and speed in keyboarding skills		
Unit Duration:		
Ongoing throughout quarter		

Unit 2: Word Processing

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Computer Applications , 2022 - Business Documents Using Word Processing Applications: 1, 2, 3, 6, 8, 12 - Basic Computer Operations: 2, 3, 5, 8, 11 - Internet and Online Classroom Portals: 7	<i>Students will understand that...</i> - Word processing software is a powerful tool for creating, formatting, and sharing written communication in academic, personal, and professional settings - Graphics, such as images, shapes, and charts, can support and clarify written information. - Proper placement and formatting of graphics contribute to the document's readability and impact.	<i>Students will consider...</i> - What types of documents word processing software can be used to create? - How can adding images, tables, and charts make a document more engaging and informative? - How do you create and customize tables to organize information clearly?
Learning Targets		
<i>Students will...</i> - Define terminology related to word processing - Create and format documents that include page numbers, line spacing, shading - Create and format a table that includes a title, column headers, shading - Insert and manipulate graphics on a document - Adjust printer settings (page range, page layout) before printing		
Unit Duration:		
3 weeks		

Unit 3: Spreadsheets <i>Desired Results</i>		
Standards	Enduring Understandings	Essential Questions
MO Computer Applications , 2022 - Business Documents Using Spreadsheet Applications: 1, 2, 3, 6, 7 - Basic Computer Operations: 2, 3, 5, 8, 11 - Internet and Online Classroom Portals: 7 MO Computer Science Standards , 2021 6-8 Data & Analysis: Collection, Visualization & Transformation 01	<i>Students will understand that...</i> - Spreadsheet software is a valuable tool for personal, academic, and professional tasks, such as budgeting, scheduling, and project planning - Spreadsheets help organize, calculate, and analyze data - Formulas and functions automate calculations, saving time and reducing errors when working with large amounts of data	<i>Students will consider...</i> - What is a spreadsheet, and how can it help organize and analyze data? - Why is it important to use functions like SUM, AVERAGE, MIN, or MAX in a spreadsheet? - What makes a spreadsheet difficult to read? - How do charts help us understand data better than numbers alone?
Learning Targets		
<i>Students will...</i> - Define terminology related to spreadsheets - Create a spreadsheet that includes functions, formulas, and charts (SUM, AVERAGE, MAX, MIN & pie charts) - Demonstrate how to format a spreadsheet add shading and borders to a spreadsheet - Set print specifications for spreadsheets		
Unit Duration:		
3 weeks		

Unit 4: Presentation

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Computer Applications , 2022 - Business Documents Using Presentation Applications: 1, 2, 3, 4, 5 - Basic Computer Operations: 2, 3, 5, 8, 11 - Internet and Online Classroom Portals: 7	<i>Students will understand that...</i> - Slide presentation software is a tool for creating digital stories, sharing research, and demonstrating understanding - Good design principles make slides clear, engaging, and easy to understand - Simplifying text and using visuals effectively prevents information overload - Animations can highlight important points and guide the audience's attention when used intentionally	<i>Students will consider...</i> - How do slides, layouts, and themes contribute to an effective presentation? - How can you use colors, fonts, and images to make your presentation visually appealing? - What is the role of animations and transitions in engaging an audience?
Learning Targets		
<i>Students will...</i> - Define terminology related to presentations - Create and format a presentation that includes proper design/layout principles and presentation etiquette - Demonstrate how to include appropriate animations and transitions to a slideshow - Organize slides with titles, bullet points, and numbered lists. - Insert and edit images		
Unit Duration:		
3 weeks		

Unit 5: Online Etiquette & Communication

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Computer Applications, 2022 - Internet and Online Classroom Portals: 5, 8 MO Computer Science Standards, 2021 6-8 Impacts of Computing: Safety, Law & Ethics: 01 6-8 Networks & the Internet: Cybersecurity 01	<i>Students will understand that...</i> - Personal information should be protected - Actions taken online can have long-term consequences for personal reputation and future opportunities. - Ethical dilemmas in technology—such as hacking, plagiarism, and misinformation—should be approached with integrity and honesty - Using AI for academic work undermines the value of academic qualifications.	<i>Students will consider...</i> - Why are ethics important when using technology? - How can proper online etiquette be demonstrated?
Learning Targets		
<i>Students will...</i> Analyze the legal and ethical aspects of technology and how it can impact a person's life.		
Unit Duration:		
Ongoing throughout the quarter		

Learning Plan				
Week(s)	Topic	Learning Targets	Resources/Texts	Assessment
Ongoing	Keyboarding	Improve proficiency and speed in keyboarding skills	Typing Club NitroType	- Weekly Timed Writing - Weekly Tracking Sheet - Weekly report from Typing club - Daily Practice
Ongoing	Online Etiquette & Communication	Analyze the legal and ethical aspects of technology and how it can impact a person's life	Common Sense Media B.E. Publishing - Google Apps for Learning-Digital Citizenship	- Reflections - Class Discussions - Guest Speaker (SRO) - Final Project
3 weeks	Word Processing	- Create and format documents that include page numbers, line spacing, shading - Create and format a table that includes a title, column headers, shading - Insert and manipulate graphics on a document - Adjust printer settings (page range, page layout) before printing	B.E. Publishing - Slater Farms - The Office Specialist - The IT Series - Popcorn Cinema - Fundae Sundae - The Pizza Entrepreneur	- Newsletters - Tables - Flyers - Print completed documents
3 weeks	Spreadsheets	- Create a spreadsheet that includes functions, formulas, and charts (SUM, AVERAGE, MAX, MIN & pie charts) - Demonstrate how to format a spreadsheet add shading and borders to a spreadsheet - Set print specifications for spreadsheets	B.E. Publishing - Slater Farms - The Office Specialist - The IT Series - Excellent Adventures - The Pizza Entrepreneur	- Create/edit spreadsheets - Format spreadsheets to include shading and borders - Format spreadsheet to include functions and formulas - Create & edit spreadsheet to include pie charts - Print completed spreadsheet
3 weeks	Presentation	- Create and format a presentation that includes proper design/layout principles and presentation etiquette - Demonstrate how to include appropriate animations and transitions to a slideshow - Organize slides with titles, bullet points, and numbered lists. - Insert and edit images - Set print specifications for presentations	B.E. Publishing - Slater Farms - The Office Specialist - The IT Series - Popcorn Cinema - The Pizza Entrepreneur	- Modify or edit a pre existing slideshow - Research a specific topic and create a slideshow that includes various slide designs, images, animations, & transitions. - Powerpoint scavenger hunt - Print presentations in different views (slides, 3 slides/6 slides)

Proficiency Scales for Computers 8

Grade Level/Course: Computers 8	Standard: ● MO Computer Applications ○ Input Methods 1, 3 Domain: Keyboarding
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	● Students will set a quarterly keyboarding goal ● Utilize online keyboarding program- Typing Club, Nitro Type ● Daily bellringer ● Weekly Timed Writings ● Teacher observations
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. ● Improve proficiency and speed in keyboarding skills	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Operate cursor movement keys(i.e. Arrows, backspace, delete, page up and down) ● Operate caps lock, num lock, shift	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Locate and use letter/number/symbol keys ● Identify cursor movement keys(i.e. Arrows, backspace, delete, page up and down) ● Identify caps lock, num lock, shift	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Computers 8

Grade Level/Course: Computers 8	Standard(s): - MO Computer Applications - Business Documents Using Word Processing Applications 1-3, 6, 8, 12 - Basic Computer Operations 2, 3, 5, 8, 11 - Internet and Online Classroom Portals 7 Domain: Word Processing
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Create a document that includes a correctly formatted table - Create a flyer that includes graphics that need to be cropped and resized - Format text in a document (size, colors, bold, underline, italics) - Identify formatting tools on a screenshot of the ribbon) - Create document that includes different line spacing
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Use page numbers, line spacing, shading, bullets, margins - Create and format a table that includes a title, column headers, shading, merging - Insert and manipulate graphics on a document - Insert hyperlinks within a document - Demonstrates understanding of right click options	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Use the ribbon to identify shading, line spacing, page numbers - Demonstrate understanding of adjusting page margins - Create a table with a specified number of rows and columns - Apply font formatting when given a pre-created document	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Demonstrate understanding of formatting fonts (ie bold, italics, underline, size) - Demonstrate understanding of text alignment, bullets, inserting graphics	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Computers 8

Grade Level/Course: Computers 8	Standard: - MO Computer Applications - Business Documents Using Spreadsheet Applications 1, 2, 3, 6, 7 - Basic Computer Operations 2, 3, 5, 8, 11 - Internet and Online Classroom Portals 7 - MO Computer Science 6-8 Data & Analysis: Collection, Visualization & Transformation 01 Domain: Spreadsheets
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	- Provide a spreadsheet for students to recreate - Create a spreadsheet and add SUM, AVERAGE, MAX, MIN functions - Provide students with an item to sort (skittles, m & m’s, etc) and create a chart with the data.
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. - Create a spreadsheet that includes formulas & functions (SUM, AVERAGE, MAX, MIN) - Create charts to represent data - Format spreadsheets to include shading and borders - Demonstrate how to print a spreadsheet - Sort and Filter data in spreadsheet	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. - Edit data in a spreadsheet - Distinguish between the SUM, AVERAGE, MAX, MIN functions - Demonstrate how to adjust row height and column widths - Name & save files - Adjust row/column width and height	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. - Identify correct terminology of spreadsheet software (rows, columns, cells, function) - Identify cell names - Identify difference between row and column	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Computers 8	Standard: - MO Computer Applications - Business Documents Using Presentation Applications 1, 2, 3, 4, 5 - Basic Computer Operations 2, 3, 5, 8, 11 - Internet and Online Classroom Portals 7 Domain: Presentations
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	- Create a slideshow on a given topic - Provide students with a presentation that will need to be modified - Create presentation that includes appropriate graphics, animations, transitions, bulleted lists, proper design/layouts
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. - Create and format a presentation that includes proper design/layout principles - Use appropriate presentation etiquette (bulleted list, notes, lines, etc) - Demonstrate how to include appropriate animations and transitions to a slideshow - Add backgrounds and images to slides - Insert and edit images	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. - Modify a presentation to include proper design/layout principles and presentation etiquette - Identify text formatting options such as bold, underline, italics, size - Print slideshow	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. Identify correct terminology of presentation software (slides, transition, custom animation, slideshow, theme, design, insert, textbox, image, etc)	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Computers 8

Grade Level/Course: Computers 8	Standard: - MO Computer Applications - Internet and Online Classroom Portals 5, 8 - MO Computer Science 6-8 Networks and the Internet: Cybersecurity 01 Domain: Online Etiquette/Communication
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Examine scenarios and discuss - Videos with class discussions - Current events related to topic - Surveys - Create presentations - Class discussions
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. Analyze the legal and ethical aspects of technology and how it can impact a person's life	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. Describe how to be safe online and in a digital world	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. Define plagiarism, etiquette, copyright, identify theft, phishing, ethics	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Accounting 1

Course Overview

Grade level(s): 10-12	Credits earned: ½ per semester; 1 full credit for year Prerequisite: None
Course Description	
Accounting is your gateway to mastering the financial backbone of every successful business! Through a blend of hands-on learning and cutting-edge computerized tools, you'll gain a deep understanding of how businesses track and manage their finances. Whether you're planning to go to college or jump straight into the workforce, this course equips you with essential skills for personal success and professional growth. Plus, if you dream of being an entrepreneur, accounting is the key to turning your ideas into reality by helping you manage cash flow, make smart financial decisions, and understand the numbers that drive your business forward!	
Transfer Goals	
<i>Students will be able to independently use their learning to understand...</i> • Apply budgeting, financial planning, and money management skills to make informed personal financial decisions. • Making Ethical Financial Choices – Use ethical accounting principles to navigate financial decisions responsibly in careers and everyday life. • Interpret financial information to make smart investment, business, and career-related decisions. • Utilize accounting software and digital tools to manage finances efficiently in personal and professional settings.	
Priority Missouri Learning Standards/National Standards	
MO Accounting 1, 2022 • Accounting Concepts 1-3, 5-10 • Accounting Cycle 1-8, 15-19 • Cash Control 1-14 • Digital Applications 1-5	

Unit 1: Accounting Concepts

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Accounting 1 , 2022 Accounting Concepts 1-3, 5-10	<i>Students will understand ...</i> - The classification of accounts as assets, liabilities, or owner's equity is fundamental to understanding a company's financial position and ensuring accurate financial reporting. - Journalizing transactions systematically records financial activities, providing a clear and organized financial history for businesses. - Posting transactions from the journal to the General Ledger ensures that financial records remain accurate and up to date. - A worksheet organizes financial data, aids in error detection, and serves as a tool for preparing financial statements. - Financial statements communicate a company's financial health and are critical for decision-making by management, investors, and other stakeholders. - Adjusting and closing entries ensure that revenue and expenses are properly recorded within the correct accounting period, preparing accounts for the next fiscal cycle.	<i>Students will consider...</i> - How are accounts classified as assets, liabilities, or owner's equity? - How do transactions affect the accounts in the accounting equation? - What steps are used to analyze transactions into debit and credit parts? - How are transactions journalized? - How are journals proved and ruled? - What steps are used when posting from the journal to the General Ledger? - What are the steps used to create a worksheet? - How are financial statements created and how are they used by management? - What steps are used to create adjusting entries and closing entries

Learning Targets

<i>Students will...</i> - Explain the purpose of accounting - Explain the ethics associated with accounting practices. - Define terminology related to accounting concepts and principles - Apply the accounting equation to business transactions - Classify accounts	- Utilize a chart of accounts - Explain the importance of the Accounting Concepts / Generally Accepted Accounting Principles (GAAP) - Explain the double entry system of accounting - Apply debit and credit rules to business transaction
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Unit Duration:

9 weeks

Unit 2: Accounting Cycle

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Accounting 1 , 2022 Accounting Cycle 1-8, 15-19	<i>Students will understand ...</i> - Transferring transactions from journals to ledgers organizes financial data and ensures accuracy - Correcting entries fix mistakes, keeping financial records reliable and error-free. - Adjustments update the records to match the true financial situation at the end of a period. - A post-closing trial balance confirms that all temporary accounts are cleared and the ledger is ready for the next period.	<i>Students will consider...</i> - What steps are used when posting from the journals to the ledgers? - What steps are used to journalize and post correcting entries? - How are the adjustments recorded on the worksheet? - How is a post-closing trial balance prepared?
Learning Targets		
<i>Students will...</i> - Define terminology related to the accounting cycle process - Analyze source documents - Analyze transactions - Journalize transactions using various journal formats - Post transactions to the appropriate ledger - Create a trial balance - Create a work sheet	- Prepare an income statement for a service business organized as a proprietorship - Journalize adjusting entries - Post adjusting entries - Journalize closing entries - Post closing entries - Prepare a post-closing trial balance	
Unit Duration:		
27 weeks with Cash Control unit		

Unit 3: Cash Control

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Accounting 1 , 2022 Cash Control	<i>Students will understand ...</i> - Effective cash control procedures prevent fraud, reduce errors, and ensure financial accuracy in businesses. - Bank reconciliation is essential for identifying discrepancies and maintaining accurate financial records. - Properly recording and posting banking transactions is fundamental to financial management and compliance with accounting principles. - Managing petty cash and handling cash short and over accounts help businesses track small expenses and identify cash handling issues. - Understanding and applying banking activities, including writing checks, endorsements, and maintaining a check register, ensures responsible financial management.	<i>Students will consider...</i> - How do you prepare a petty cash report and journalize the reimbursement? - How do checking accounts and petty cash funds get managed? - Why is maintaining a check register essential for accurate financial management? - What is the purpose of bank reconciliation, and how does it help identify discrepancies? - How does petty cash work, and why is it necessary for businesses?

Learning Targets

<i>Students will...</i> - Define terminology related to cash control and banking activities - Identify cash control procedures (e.g. signature cards and deposit slips). - Write checks - Maintain a check register - Endorse checks - Explain the process for proving cash - Prove cash	- Reconcile a bank statement - Journalize entries related to petty cash - Post entries related to petty cash - Journalize entries related to banking activities - Post entries related to banking activities - Journalize entries related to cash short and over - Post entries related to cash short and over
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Unit Duration:

27 weeks with Accounting Cycle unit

Unit 4: Digital Applications <i>Desired Results</i>		
Standards	Enduring Understandings	Essential Questions
MO Accounting 1 , 2022 Digital Applications 1-5	<i>Students will understand ...</i> - Technology has transformed accounting by increasing efficiency, accuracy, and accessibility of financial data. - Digital accounting tools help businesses reduce errors and streamline financial management. - While digital accounting offers advantages over manual methods, understanding fundamental accounting principles remains essential. - Businesses rely on accounting software to record, track, and analyze financial transactions efficiently. - Selecting the right accounting software depends on business size, industry needs, and features such as automation, reporting, and security. - Spreadsheets and data organization tools enhance financial decision-making through analysis, visualization, and forecasting.	<i>Students will consider...</i> - Why is accuracy important in digital accounting, and how can technology help reduce errors? - What are the advantages and disadvantages of using digital accounting software over manual accounting methods? - How can spreadsheets be used to organize and analyze financial data effectively?
Learning Targets		
<i>Students will...</i> - Define terminology related to digital accounting systems - Differentiate between manual and digital accounting systems - Use spreadsheets and/or software to complete the accounting cycle - Use spreadsheets and/or software to maintain cash control - Use spreadsheets and/or software to prepare payroll		
Unit Duration:		
Ongoing throughout the year		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
9 weeks	Accounting Concepts	Cengage - Century 21 Accounting - Multicolumn Journal - 11e Chapters 1-4	- Explain the purpose of accounting - Explain the ethics associated with accounting practices. - Define terminology related to accounting concepts and principles - Apply the accounting equation to business transactions - Classify accounts - Utilize a chart of accounts - Explain the importance of the Accounting Concepts / Generally Accepted Accounting Principles (GAAP) - Explain the double entry system of accounting - Apply debit and credit rules to business transaction	- Manipulate an accounting equation to find the missing variable - Classify accounts as assets, liabilities, and owner's equity - Identify the debit, credit, and normal balances of accounts
27 weeks	Accounting Cycles/Cash Control	Cengage - Century 21 Accounting - Multicolumn Journal - 11e Chapters 5-11	- Define terminology related to the accounting cycle process - Analyze source documents - Analyze transactions - Journalize transactions using various journal formats - Post transactions to the appropriate ledger - Create a trial balance - Create a work sheet - Prepare an income statement for a service business organized as a proprietorship - Journalize adjusting entries - Post adjusting entries - Journalize closing entries - Post closing entries - Prepare a post-closing trial balance - Define terminology related to cash control and banking activities	- Complete a deposit slip - Reconcile a bank statement - Endorse checks - Write checks - Prove cash - Journalize entries related to cash short/over - Complete a deposit slip - Reconcile a bank statement - Endorse checks - Write checks - Prove cash - Journalize entries related to cash short/over

Accounting 1

			● Identify cash control procedures (e.g. signature cards and deposit slips). ● Write checks ● Maintain a check register ● Endorse checks ● Explain the process for proving cash ● Prove cash ● Reconcile a bank statement ● Journalize entries related to petty cash ● Post entries related to petty cash ● Journalize entries related to banking activities ● Post entries related to banking activities ● Journalize entries related to cash short and over ● Post entries related to cash short and over	
Ongoing throughout the second semester	Digital Applications	Cengage - Century 21 Accounting - Multicolumn Journal - 11e ● Chapters 1-11	● Define terminology related to digital accounting systems ● Differentiate between manual and digital accounting systems ● Use spreadsheets and/or software to complete the accounting cycle ● Use spreadsheets and/or software to maintain cash control ● Use spreadsheets and/or software to prepare payroll	● Accounting spreadsheet simulations

Proficiency Scales for Accounting 1

Grade Level/Course: Accounting 1	Standard: ● MO Accounting 1 ○ Accounting Concepts 1-3, 5-10 Domain: Accounting Concepts
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	● Manipulate an accounting equation to find the missing variable ● Classify accounts as assets, liabilities, and owner's equity ● Identify the debit, credit, and normal balances of accounts
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. ● Explain the ethics associated with accounting practices ● Apply the accounting equation to business transactions ● Apply debit and credit rules to business transactions ● Utilize a chart of accounts ● Explain the importance of following the Accounting Concepts/Generally Accepted Accounting Principles (GAAP)	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Explain the purpose of accounting ● Define the terminology related to accounting concepts and principles (ex. debits, credits, owner's equity, T accounts, accounting equation)	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Basic math calculation skills (adding/subtracting) ● Classify accounts	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Accounting 1

Grade Level/Course: Accounting 1	Standard: - MO Accounting 1 - Accounting Cycle 1-8, 15-19 Domain: Accounting Cycle
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Complete a trial balance - Journalize transactions - Post transactions - Create a work sheet - Prepare an income statement
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Create a trial balance - Create a work sheet - Prepare an income statement for a service business organized as a proprietorship - Journalize adjusting entries - Post adjusting entries - Journalize closing entries - Post closing entries - Prepare a post-closing trial balance	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Analyze transactions - Journalize transactions using various journal formats - Post transactions to the appropriate ledger	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Basic math calculation skills (adding/subtracting) - Define the terminology related to accounting cycle (ex. debits, credits, owner's equity, T accounts, accounting equation)	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Accounting 1

Grade Level/Course: Accounting 1	Standard: - MO Accounting 1 - Cash Control 1-14 Domain: Cash Control
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Complete a deposit slip - Reconcile a bank statement - Endorse checks - Write checks - Prove cash - Journalize entries related to cash short/over
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Explain the process of proving cash - Prove Cash - Reconcile a bank statement - Journalize entries related to petty cash - Post entries related to petty cash - Journalize entries related to banking activities - Post entries related to banking activities - Journalize entries related to cash short over - Post entries related to cash short over	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Write Checks - Maintain Check Register - Endorse Checks	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Define terminology related to cash control and banking activities - Identify Cash Control Procedures (signature cards and deposit slips)	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Accounting 1

Grade Level/Course: Accounting 1	Standard: - MO Accounting 1 - Digital Applications 1-5 Domain: Digital Applications
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	Accounting spreadsheet simulations
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Use spreadsheets and/or software to complete the accounting cycle - Use spreadsheets and/or software to maintain cash control - Use spreadsheets and/or software to prepare payroll	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. Differentiate between manual and digital accounting systems	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. Understand terminology related to digital applications (spreadsheet, sum, function, cell, rows, columns, format)	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Accounting 2

Course Overview

Grade level(s): 10-12

Credits earned: ½ per semester; 1 full credit for the year.

Prerequisite: Students passed Accounting I and were recommended for Accounting II by the teacher.

Course Description

Accounting 2 is a year-long, in-depth course designed for students eager to deepen their understanding of corporate accounting. Building on the fundamentals from Accounting 1, you'll dive into advanced topics like computerized journals, ledgers, financial statements, and tax procedures, all using the same tools professionals rely on. This course equips you with the essential skills to thrive in college business programs and prepares you for future careers in finance, accounting, or management. If you're serious about mastering the language of business, Accounting 2 is your next step toward success!

Transfer Goals

Students will be able to independently use their learning to understand...

- Use the accounting concepts learned in the course (such as budgeting, financial reporting, and tax preparation) to manage their own personal finances, making informed decisions about spending, saving, and investing.
- Explain how financial statements and accounting records influence business decisions in the real world, demonstrating an understanding of how these skills apply to careers in business, entrepreneurship, and management.
- Recognize the connections between accounting and other subjects, such as using math for financial calculations, understanding economic principles that impact business practices, and utilizing software tools (e.g., Excel) for financial analysis and reporting.
- Explore how ethical issues and regulations (such as GAAP and fraud prevention) play a role in accounting and business, applying this knowledge to evaluate the impact of accounting decisions on society and the economy.
- Identify various career paths that require accounting knowledge, such as in finance, auditing, and nonprofit management, and understand how the skills developed in the course can lead to professional opportunities in those fields.

Priority Missouri Learning Standards/National Standards

[MO Accounting 2](#), 2022

- Accounting for a Departmentalized Business 1-4, 8-9
- Accounting Adjustments -1-3, 5- 7, 9, 11-12
- Inventory Control 1-4
- Accounting Cycle Process for a Corporation 1-2
- Digital Applications 1-2

Unit 1: Accounting for a Departmentalized Business

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Accounting 2 , 2022 - Accounting for a Departmentalized Business 1-4, 8-9 - Digital Applications 1-2	<i>Students will understand ...</i> - Businesses with departments need separate financial reports for each department to understand how each one is doing. - Spreadsheets and accounting software make it easier and more accurate to complete the accounting process. - The accounting cycle, including journalizing, posting, and closing entries, ensures that financial reports are correct and ready for use. - Adjusting and closing entries are necessary to keep the financial records accurate and prepared for the next period.	<i>Students will consider...</i> - How do spreadsheets and accounting software help us complete the accounting cycle and make financial reporting easier? - How are financial statements different for a business with departments compared to a business without departments? - Why do we need adjusting and closing entries at the end of an accounting period? - What is the role of adjusting and closing entries in keeping financial records correct and ready for the next period?
Learning Targets		
<i>Students will...</i> - Prepare financial statements for a departmentalized business - Use spreadsheets/software to complete the accounting cycle. - Journalize and post adjusting and closing entries for a departmentalized business		
Unit Duration:		
9 weeks		

Unit 2: Accounting Adjustments

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Accounting 2 , 2022 - Accounting Adjustments -1-3, 5- 7, 9, 11-12 - Digital Applications 1-2	<i>Students will understand ...</i> - Accurate financial reporting relies on proper adjustments. - The timing of revenue and expenses affects financial decision-making. - Technology enhances efficiency in accounting processes. - Notes payable and accrued expenses impact a company's financial obligations.	<i>Students will consider...</i> - Why are adjusting and reversing entries necessary in the accounting cycle? - How do prepaid and accrued expenses impact a company's financial statements? - How do notes payable affect a business's liabilities and financial health? - What advantages do spreadsheets and accounting software provide in completing the accounting cycle? - How do adjusting and reversing entries ensure the accuracy of financial reporting?
Learning Targets		
<i>Students will...</i> - Identify accounting concepts and practices related to notes payable, prepaid expenses, and accrued expenses - Journalize adjusting and reversing entries for prepaid expenses initially recorded as expenses - Use spreadsheets/software to complete the accounting cycle. - Journalize adjusting and reversing entries for accrued expenses and revenue.		
Unit Duration:		
9 weeks		

Unit 3: Inventory Control

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Accounting 2 , 2022 - Inventory Control 1-4 - Digital Applications 1-2	<i>Students will understand ...</i> - Managing uncollectible accounts is essential for accurate financial reporting. - The allowance method aligns with the matching principle in accounting. - Technology enhances accuracy and efficiency in financial calculations. - Uncollectible accounts impact business profitability and decision-making. - Accurate expense calculations ensure compliance with accounting principles.	<i>Students will consider...</i> - Why is it important to estimate and record uncollectible accounts expenses? - How does the allowance method help businesses adhere to the matching principle? - In what ways do uncollectible accounts impact a company's financial health and decision-making? - How can spreadsheets and accounting software improve the accuracy and efficiency of accounting processes?
Learning Targets		
<i>Students will...</i> - Calculate the estimated uncollectible accounts expense - Use Spreadsheets/software to complete the accounting expenses		
Unit Duration:		
9 weeks		

Unit 4: Accounting Cycle Process for a Corporation

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Accounting 2 , 2022 - Accounting Cycle Process for a Corporation 1-2 - Digital Applications 1-2	<i>Students will understand ...</i> - Accurately estimating uncollectible accounts helps businesses make better decisions and plan for potential losses. - Estimating uncollectible accounts is necessary for accurate financial reporting, as it shows potential losses in revenue. - Using spreadsheets and software can make calculating uncollectible accounts and other expenses easier and more accurate	<i>Students will consider...</i> - Why is it important to estimate uncollectible accounts when preparing financial statements? - How does estimating uncollectible accounts affect a business's financial health? - How do we estimate how much money a business might not collect from customers (uncollectible accounts)? - What is the difference between actual uncollectible accounts and estimated uncollectible accounts?
Learning Targets		
<i>Students will...</i> - Calculate journal transactions for stock transactions - Prepare and post adjusting entries.		
Unit Duration:		
9 weeks		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Weeks 1-9	Accounting for a Departmentalized Business	Cengage - Century 21 Accounting - Multicolumn Journal - 11e • Chapters 14-15	• Prepare financial statements for a departmentalized business • Use spreadsheets/software to complete the accounting cycle. • Journalize and post adjusting and closing entries for a departmentalized business	• Journalize transactions for a departmentalized business in a special journal such as purchases and merchandise. • Journalize transfers from vendors to the appropriate subsidiary ledger. • Prepare and analyze financial statements.
Weeks 10-18	Accounting Adjustments	Cengage - Century 21 Accounting - Multicolumn Journal - 11e • Chapters 19, 21	• Identify accounting concepts and practices related to notes payable, prepaid expenses, and accrued expenses • Journalize adjusting and reversing entries for prepaid expenses initially recorded as expenses • Use spreadsheets/software to complete the accounting cycle. • Journalize adjusting and reversing entries for accrued expenses and revenue.	• Journalize adjusting and reversing entries for accrued expenses and revenue. • Calculate and record depreciation expenses or plant assets using straight line depreciation using spreadsheet software • Calculate depreciation expenses using other methods
Weeks 19-25	Inventory Control	Cengage - Century 21 Accounting - Multicolumn Journal - 11e • Chapters 20	• Calculate the estimated uncollectible accounts expense • Use Spreadsheets/software to complete the accounting expenses	• Calculate the estimated uncollectible accounts expenses using software. • Complete Simulations to estimate the cost of merchandise inventory using selected estimating methods.
Weeks 26-32	Accounting Cycle Process for a Corporation	Cengage - Century 21 Accounting - Multicolumn Journal - 11e • Chapters 16-18, 20, 22	• Calculate journal transactions for stock transactions • Prepare and post adjusting entries.	• Complete Digital Diversion Simulation • Prepare an unadjusted trial balance. • Complete Adjusted trial balance • Prepare an income statement.

Proficiency Scales for Accounting 2

Grade Level/Course: Accounting 2	Standard: ● MO Accounting 2 ○ Accounting for a Departmentalized Business 1-4, 8-9 ○ Digital Applications 1-2 Domain: Accounting for a Departmentalized Business
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	● Journalize transactions for a departmentalized business in a special journal such as purchases and merchandise. ● Journalize transfers from vendors to the appropriate subsidiary ledger. ● Prepare and analyze financial statements.
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. ● Prepare financial statements for a departmentalized business ● Use spreadsheets/software to complete the accounting cycle. ● Journalize and post adjusting and closing entries for a departmentalized business	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Apply debit and credit rules to departmentalized business transactions ● Journalize transactions for a departmentalized business in special journals	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Explain the purpose of departmentalized accounting ● Define terminology related to departmentalized accounting concepts and principles	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Accounting 2

Grade Level/Course: Accounting 2	Standard: - MO Accounting 2 - Accounting Adjustments 1-3, 5-7, 9, 11-12 - Digital Applications 1-2 Domain: Accounting Adjustments
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Journalize adjusting and reversing entries for accrued expenses and revenue. - Calculate and record depreciation expenses or plant assets using straight line depreciation using spreadsheet software - Calculate depreciation expenses using other methods
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Identify accounting concepts and practices related to notes payable, prepaid expenses, and accrued expenses - Journalize adjusting and reversing entries for prepaid expenses initially recorded as expenses - Use spreadsheets/software to complete the accounting cycle. - Journalize adjusting and reversing entries for accrued expenses and revenue.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Journalize entries for plant assets - Calculate and record depreciation expense for plant assets using straight-line depreciation - Journalize entries for disposing of plant assets - Calculate depreciation expense using other methods	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Define accounting terms related to accounting adjustments. - Identify accounting concepts and practices related to accounting for plant assets and depreciation	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Accounting 2

Grade Level/Course: Accounting 2	Standard: - MO Accounting 2 - Inventory Control 1-4 - Digital Applications 1-2 Domain: Inventory Control
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Calculate the estimated uncollectible accounts expenses using software. - Complete Simulations to estimate the cost of merchandise inventory using selected estimating methods.
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Calculate the estimated uncollectible accounts expense - Use Spreadsheets/software to complete the accounting expenses	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Determine the cost of merchandise inventory using selected costing methods - Estimate the cost of merchandise inventory using selected estimating methods	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. Define terminology related to inventory and uncollectible accounts	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Accounting 2

Grade Level/Course: Accounting 2	Standard: - MO Accounting 2 - Accounting Cycle Process for a Corporation 1-3 - Digital Applications 1-2 Domain: Accounting Cycle Process for a Corporation
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Complete Digital Diverion Simulation - Prepare an unadjusted trial balance. - Complete Adjusted trial balance - Prepare an income statement.
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Calculate journal transactions for stock transactions - Prepare and post adjusting entries.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Prepare an unadjusted trial balance - Calculate depreciation on assets	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. Define terminology related to the accounting cycle for a corporation unadjusted trial balance, notes receivable, outstanding notes payable.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Broadcast Media

Course Overview

Grade level(s): 11-12
Credits earned: 1
Prerequisite: Video Editing & Broadcast Essentials **and** Instructor approval required.

Course Description

This engaging year-long course covers various aspects of broadcasting, video editing, scriptwriting, and live streaming. Learn how to use multimedia technology and equipment found in top newsrooms while utilizing digital editing skills learned in previous computer classes. Throughout the course, students work individually and in teams to create a variety of projects, including live broadcasts to be shown to the school. Emphasis is placed on creativity, technical skills, storytelling, and collaboration.

Transfer Goals

Students will be able to independently use their learning to understand...

- How to Apply Media Literacy Skills
- Communicate Effectively Through Video
- Apply Professional Production Processes
- Produce Professional-Quality Broadcasts
- Think Critically About Media Messaging
- Collaborate in Professional Media Environments

Priority Missouri Learning Standards/National Standards

[MO Multimedia, 2022](#)

- Foundational Concepts 1, 3 - 7
- Foundations of Communication 1 - 5
- Media Files 1 - 6
- Electronic Presentations 1 - 7
- Managing Images 1 - 6
- Audio 2 - 5
- Video 1 - 9, 11
- Animation 3
- Workplace Readiness Skills 1 - 2, 8

Unit 1: Broadcast Pre-Production <i>Desired Results</i>		
Standards	Enduring Understandings	Essential Questions
MO Multimedia , 2022 - Foundational Concepts 4 - 5, 7 - Foundations of Communication 1, 5 - Media Files 1 - 2, 5 - 6 - Video 1 - Workplace Readiness Skills 1 - 2, 8	<i>Students will understand that...</i> - Preparing news stories for broadcast can be accomplished either as an individual, or as part of a team. - Storyboards, shot lists, and production schedules streamline the workflow and help bring creative ideas to life effectively - Strong broadcast media content begins with a clear vision, structured scriptwriting, and well-organized production planning - Successful broadcasts rely on teamwork, communication, and coordination between writers, directors, producers, and technical crew members - The target audience and intended message influences scriptwriting, visual choices, and production decisions.	<i>Students will consider...</i> - What are the key components that must be planned and organized before starting a broadcast project? - How do you develop a concept that will engage your target audience? - What roles and responsibilities need to be assigned to the team, and how do you ensure effective communication throughout the production process? - What research and preparation are necessary to ensure accuracy and relevance in the content you're producing? - How do you balance creativity with practical constraints (like time, budget, and resources)?
Learning Targets		
<i>Students will...</i> - Demonstrates a strong understanding of various broadcast media roles (anchor, reporter, producer, director, editor, camera operator, etc.) - Performs assigned role with confidence, professionalism, and efficiency in a real or simulated broadcast setting. - Collaborates effectively with the production team, adapting to challenges and meeting deadlines. - Applies industry standards and best practices to ensure high-quality content and delivery.		
Unit Duration:		
4-6 weeks		

Unit 2: Production: Filming and Editing

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Multimedia, 2022 - Foundational Concepts 3 - 7 - Foundations of Communication 1 - 5 - Media Files 1 - 6 - Electronic Presentations 1 - 5 - Managing Images 1 - 6 - Audio 2 - 5 - Video 2 - 9 - Animation 3 - Workplace Readiness 2, 8	<i>Students will understand that...</i> - Successful media production balances content, aesthetics, and technical execution. - Roles such as director, producer, camera operator, and editor must work together to create a cohesive final product. - Scripting, shot planning, storyboarding, and logistical preparation significantly impact the efficiency and quality of production. - Post-production techniques such as sequencing, sound design, color correction, and effects enhance storytelling and viewer experience. - Editing is a powerful tool that shapes pacing, emotion, and narrative clarity in video content	<i>Students will consider...</i> - What technical skills and equipment are essential to bring your pre-production ideas to life? - How do you manage the flow of the broadcast to ensure smooth transitions and keep the audience engaged? - What strategies can you use to effectively collaborate with your team during a live or recorded broadcast? - How do you handle unexpected challenges or changes during the production process (e.g., technical issues, changes to the script)? - How do you ensure that the content is clear, visually appealing, and accessible for a broad audience?
Learning Targets		
<i>Students will...</i> - Efficiently prepares and organizes digital files, ensuring proper formats, naming conventions, and storage. - Sets up and operates video recording equipment with confidence, adjusting settings for optimal quality. - Captures well-comprised, steady, and properly exposed footage using appropriate framing techniques. - Ensures high-quality audio and video by monitoring levels, lighting, and background noise. - Troubleshoots technical issues and follows best practices for file management and backup.		
Unit Duration:		
8-12 Weeks		

Unit 3: Broadcast Post-Production <i>Desired Results</i>		
Standards	Enduring Understandings	Essential Questions
MO Multimedia , 2022 - Foundational Concepts 5 - 7 - Foundations of Communication 1 - 2 - Media Files 4 - 6 - Electronic Presentations 1 - 7 - Managing Images 5 - 6 - Audio 2, 4 - 5 - Video 4 - 9, 11 - Animation 3 - Workplace Readiness 8	<i>Students will understand that...</i> - Post-production is where raw footage is transformed into a compelling story - Editors must communicate with directors, producers, and sound designers to ensure a cohesive final product - Well-placed graphics, titles, and animations can provide information, reinforce themes, and elevate production quality. - Editors must balance storytelling, pacing, and visual continuity while utilizing software tools and techniques - Different platforms and broadcast requirements demand specific formats, resolutions, and compression settings for optimal quality	<i>Students will consider...</i> - How do you select the best footage and audio to use in editing for a coherent final product? - What editing techniques can you use to enhance storytelling and maintain audience interest? - How do you ensure the final product adheres to ethical guidelines and legal standards (copyright, privacy, etc.)? - What role does feedback and collaboration play in refining a broadcast production in post-production? - How do you prepare the finished product for distribution across different platforms (e.g., TV, social media, online streaming)?
Learning Targets		
<i>Students will...</i> - Edits video and audio content with precision, ensuring smooth transitions, proper pacing, and effective storytelling. - Uses advanced editing techniques (color correction, audio leveling, multi-camera editing) to enhance production quality. - Publishes content in appropriate formats and resolutions, optimizing for different platforms. - Demonstrates a strong understanding of editing software, applying shortcuts, effects, and tools efficiently. - Ensures a polished final product by reviewing and refining edits for clarity, flow, and engagement.		
Unit Duration:		
2-3 weeks		

Learning Plan				
Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
1-8 & ongoing throughout the year	Broadcast Pre-Production	• ASB Classroom • GMetrix Brain Buffet (Adobe) • Adobe Design Software	• Demonstrates a strong understanding of various broadcast media roles (anchor, reporter, producer, director, editor, camera operator, etc.) • Performs assigned role with confidence, professionalism, and efficiency in a real or simulated broadcast setting. • Collaborates effectively with the production team, adapting to challenges and meeting deadlines. • Applies industry standards and best practices to ensure high-quality content and delivery.	• Pre-production preparation sheet • Brainstorm ideas for broadcast projects • Scriptwriting for broadcast projects • Create visual storyboards • Cast roles for broadcast projects including hosts, actors, voiceovers. • Scout for optimal broadcast locations • Develop a broadcast production timeline • Preparing video files • Preparing audio files • Using video and audio equipment • Interview planning and execution • Video composition execution • Fulfillment of role assigned • Participation as a productive team member • Export video for variety of audiences
Ongoing throughout the year	Broadcast Production Broadcast	• ASB Classroom • GMetrix Brain Buffet (Adobe) • Adobe Design Software	• Efficiently prepares and organizes digital files, ensuring proper formats, naming conventions, and storage. • Sets up and operates video recording equipment with confidence, adjusting settings for optimal quality. • Captures well-comprised, steady, and properly exposed footage using appropriate framing techniques. • Ensures high-quality audio and video by monitoring levels, lighting, and background noise. • Troubleshoots technical issues and follows best practices for file management and backup.	• Proper file naming and organization, creating a structured folder system for a project. • Convert a video file to different formats and resolutions for various media platforms • Identify and label the key parts of a video camera and their functions • Set up a camera for recording, including tripod placement, white balance, and exposure settings • Capture footage using the rule of thirds, leading lines, and different shot types (wide, medium, close-up). • Analyze footage and provide peer feedback on composition, stability, and lighting • Transfer video files to a computer and

Broadcast Media

				organize them into properly named folders. • Works as part of a team to ensure the broadcast is professionally performed
Ongoing throughout the year	Post-Production	• ASB Classroom • GMetrix Brain Buffet (Adobe) • Adobe Design Software	• Edits video and audio content with precision, ensuring smooth transitions, proper pacing, and effective storytelling. • Uses advanced editing techniques (color correction, audio leveling, multi-camera editing) to enhance production quality. • Publishes content in appropriate formats and resolutions, optimizing for different platforms. • Demonstrates a strong understanding of editing software, applying shortcuts, effects, and tools efficiently. • Ensures a polished final product by reviewing and refining edits for clarity, flow, and engagement.	• Import and organize raw video footage into an editing software project and practice creating a sequences using clips provided • Edit a broadcast video cutting down raw footage, eliminating unnecessary parts, and creating a smooth narrative. • Practice color correction on footage to adjust for lighting inconsistencies or enhance the mood of a scene • Apply audio editing techniques, such as normalizing sound levels, removing background noise, and syncing dialogue to video • Add effects and transitions, like fades, wipes, or motion graphics, while ensuring they are appropriate for the story and broadcast standards • Create and integrate lower thirds and titles into a segment, ensuring they match the production style and enhance clarity • Export the final edit in multiple formats • Peer review a classmate's edit, providing constructive feedback on pacing, visual/audio quality, and overall effectiveness of the story • Reflect on personal strengths and areas for growth in editing, compiling a list of specific goals for improvement in future projects

Proficiency Scales for Broadcast Media

Grade Level/Course: Broadcast Media	Standard: ● MO Multimedia ○ Foundational Concepts 4 - 5, 7, ○ Foundations of Communication 1, 5, ○ Media Files 1 - 2, 5 - 6, ○ Domain: Pre-Production	○ Video 1, ○ Workplace Readiness Skills 1 - 2, 8
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	Sample Tasks
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. ● Demonstrates a strong understanding of various broadcast media roles (anchor, reporter, producer, director, editor, camera operator, etc.) ● Performs assigned role with confidence, professionalism, and efficiency in a real or simulated broadcast setting. ● Collaborates effectively with the production team, adapting to challenges and meeting deadlines. ● Applies industry standards and best practices to ensure high-quality content and delivery.	● Brainstorm ideas for broadcast projects ● Scriptwriting for broadcast projects ● Create visual storyboards ● Cast roles for broadcast projects including hosts, actors, voiceovers. ● Scout for optimal broadcast locations ● Develop a broadcast production timeline
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Demonstrates key responsibilities of different broadcast media roles and can effectively continue a production. ● Performs assigned tasks with some guidance, improving technical skills and on-air or behind-the-scenes execution. ● Demonstrates teamwork and communication skills, working towards seamless collaboration.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Identifies different broadcast media roles and their general responsibilities. ● Begins exploring an assigned role with support, gaining hands-on experience. ● Participates in production tasks, developing foundational skills.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Broadcast Media

Grade Level/Course: Broadcast Media	Standard: - MO Multimedia - Foundational Concepts 3 - 7 - Foundations of Communication 1 - 5 Domain: Production	- Media Files 1 - 6 - Electronic Presentations 1 - 5 - Managing Images 1 - 6 - Audio 2 - 5 - Video 2 - 9 - Animation 3 - Workplace Readiness 2, 8
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Proper file naming and organization, creating a structured folder system for a project. - Convert a video file to different formats and resolutions for various media platforms - Identify and label the key parts of a video camera and their functions - Set up a camera for recording, including tripod placement, white balance, and exposure settings - Capture footage using the rule of thirds, leading lines, and different shot types (wide, medium, close-up). - Analyze footage and provide peer feedback on composition, stability, and lighting - Transfer video files to a computer and organize them into properly named folders. - Works as part of a team to ensure the broadcast is professionally performed
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Efficiently prepares and organizes digital files, ensuring proper formats, naming conventions, and storage. - Sets up and operates video recording equipment with confidence, adjusting settings for optimal quality. - Captures well-comprised, steady, and properly exposed footage using appropriate framing techniques. - Ensures high-quality audio and video by monitoring levels, lighting, and background noise. - Troubleshoots technical issues and follows best practices for file management and backup.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Prepares digital files with some guidance, applying correct formats and organization methods. - Operates video recording equipment with growing confidence but may need assistance with settings. - Captures basic footage with an understanding of framing and focus, though improvements in stability and exposure may be needed.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Demonstrates the basics of digital file preparation; understanding different formats and storage methods. - Explores video recording equipment with guidance, practicing basic functions like start/stop and zoom. - Captures simple footage, experimenting with framing and focus. - Demonstrates awareness of audio and lighting	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Broadcast Media

Grade Level/Course: Broadcast Media	Standard: - MO Multimedia - Foundations of Communication 1 - 2 Domain: Post-Production	- Media Files 4 - 6 - Audio 3, 5 - Electronic Presentations 1 - 2, 6 - 7 - Video 11 - Workplace Readiness 8
Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Import and organize raw video footage into an editing software project and practice creating a sequences using clips provided - Edit a broadcast video cutting down raw footage, eliminating unnecessary parts, and creating a smooth narrative. - Practice color correction on footage to adjust for lighting inconsistencies or enhance the mood of a scene - Apply audio editing techniques, such as normalizing sound levels, removing background noise, and syncing dialogue to video - Add effects and transitions, like fades, wipes, or motion graphics, while ensuring they are appropriate for the story and broadcast standards - Create and integrate lower thirds and titles into a segment, ensuring they match the production style and enhance clarity - Export the final edit in multiple formats - Peer review a classmate's edit, providing constructive feedback on pacing, visual/audio quality, and overall effectiveness of the story - Reflect on personal strengths and areas for growth in editing, compiling a list of specific goals for improvement in future projects
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Edits video and audio content with precision, ensuring smooth transitions, proper pacing, and effective storytelling. - Uses advanced editing techniques (color correction, audio leveling, multi-camera editing) to enhance production quality. - Publishes content in appropriate formats and resolutions, optimizing for different platforms. - Demonstrates a strong understanding of editing software, applying shortcuts, effects, and tools efficiently. - Ensures a polished final product by reviewing and refining edits for clarity, flow, and engagement.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Edits video and audio, achieving basic continuity and visual/audio balance. - Uses common editing tools and techniques (cutting, trimming, transitions) - Publishes content in correct format - Demonstrates growing familiarity with editing software and tools, applying them effectively. - Reviews edits with an understanding of necessary improvements.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Begins editing video and audio with basic tools, creating simple cuts and adjustments. - Demonstrates awareness of editing principles - Publishes content, selecting the correct file format or resolution.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Business Management <i>Course Overview</i>	
Grade level(s): 10-12	Credits earned: ½ credit
Course Description	
Business Management is your first step toward mastering the skills needed to run a successful business! In this exciting class, you'll explore everything from how businesses are organized and the responsibilities they have to society, to the basics of economics and managing people. You'll dive into real-world concepts like international business, ethical decision-making, and effective communication. Whether you're looking to become a future leader or simply want to understand how businesses work, this course gives you the foundation to thrive in today's fast-paced business world!	
Transfer Goals	
<i>Students will be able to independently use their learning to understand...</i> • How to make informed decisions, manage teams, and lead others effectively in various settings. • Develop strong verbal and written communication skills to effectively interact with people at all levels in personal, academic, and professional settings. • Develop an understanding of ethical business practices and the importance of corporate social responsibility. • Understand the dynamics of teamwork, learning how to collaborate with diverse groups and manage group conflict. • How to identify, assess, and mitigate risks in business and personal ventures. • Gain an understanding of how global factors, such as cultural differences, international markets, and global economics, affect business decisions and management.	
Priority Missouri Learning Standards/National Standards	
MO Business Management, 2022 • Communication 1,3-8 • Economics 2-6, 8-10 • Management Responsibilities 1-3, 5-7, 9 • Human Resources 1-7 • Legal, Ethical, and Social Aspects 1-4	

Unit 1: Communication

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Business Management , 2022 Communication 1, 3-8	<i>Students will understand that...</i> - Use leadership techniques like setting clear goals, encouraging participation, managing time effectively, and handling conflict in a productive way. - Effective communication skills for maintaining a respectful and professional tone during interactions with supervisors and staff. - Strong communication skills support collaboration, leadership, and problem-solving within teams and organizations. - Cultural and global differences affect how messages are received and interpreted in international business settings. - Professional communication requires the ability to analyze, present, and interpret information clearly and accurately. - Understanding organizational roles and hierarchies supports clear communication and efficient workplace interactions.	<i>Students will consider...</i> - What key strategies can be used to effectively lead a team meeting or project and ensure all team members are engaged and focused? - What makes communication effective in a professional setting, and why does it matter? - How does effective communication influence teamwork, leadership, and project outcomes? - How can effective communication with supervisors and staff lead to stronger working relationships and better organizational outcomes? - Why is it important to understand organizational structure when communicating in a business environment? - What communication challenges arise when working across cultures, and how can they be addressed?
Learning Targets		
<i>Students will...</i> - Demonstrate facilitating techniques (e.g., lead team meetings or projects) - Demonstrate the ability to dialogue with supervisors and staff (e.g., role plays, job interviews) - Differentiate levels and relationships on an organizational chart - Demonstrate the ability to read and interpret information (e.g., business articles, documents, digital resources)		
Unit Duration:		
3 weeks		

Unit 2: Economics

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Business Management , 2022 Economics 2-6, 8-10	<i>Students will understand that...</i> - The economic environment—both local and global—directly influences business decisions, growth, and operations. - The free enterprise system provides both opportunities and challenges that drive innovation and competition. - Supply and demand are interconnected forces that influence pricing, production, and consumer behavior. - Globalization connects businesses and economies, requiring awareness of cultural, political, and economic differences. - Urban and rural economic differences shape the types of businesses that can thrive in each environment.	<i>Students will consider...</i> - Why do businesses engage in global trade, and how does globalization affect their strategies and operations? - How does the current economic environment shape the way businesses operate and make decisions? - What are the key elements of a free enterprise system, and how do they impact business success? - How do supply and demand interact to affect business operations and decision-making? - How do urban and rural economic environments differ, and what implications do those differences have for businesses?
Learning Targets		
<i>Students will...</i> - Analyze components of the free enterprise system - Demonstrate the impact of globalization and the global/cultural environment in which business operates - Describe importing and exporting as it relates to global business operations		
Unit Duration:		
3 weeks		

Unit 3: Management Responsibilities

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Business Management, 2022 Management Responsibilities 1-3,5-7,9	<i>Students will understand that...</i> - New technology impacts the workforce by influencing job roles, productivity, and skill requirements, and that these changes can have both positive and negative effects, such as job creation or displacement. - Current trends in business, such as shifts in consumer behavior, technological advancements, and globalization, influence business strategies and operations in significant ways. - The four functions of management — Planning, Organizing, Leading, and Controlling—work together to help organizations achieve their goals, and each function plays a distinct and vital role in the management process. - The three leadership styles—autocratic, democratic, and laissez-faire—each have unique strengths and weaknesses, and that each style is most effective in different situations depending on the organizational context and challenges.	<i>Students will consider...</i> - How does new technology impact the workforce, and what challenges or opportunities does it create for both employees and businesses? - How do current business trends and the four functions of management—planning, organizing, leading, and controlling—contribute to organizational success and competitiveness? - What are the key differences between autocratic, democratic, and laissez-faire leadership styles, and when is each most effective in driving organizational growth?
Learning Targets		
<i>Students will...</i> - Evaluate the impact of new technology on the workforce - Interpret current trends in business - Describe the four functions of management. - Compare/contrast the three leadership styles to determine when each is most effective.		
Unit Duration:		
5 weeks		

Unit 4: Human Resources

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Business Management , 2022 Human Resources 1-7	<i>Students will understand that...</i> - Policies and procedures, such as HR and compliance guidelines, align with organizational goals. - The effectiveness of policies can be assessed based on implementation and adherence, ensuring legal and ethical compliance. - Organizations manage policy changes through communication and adaptation. - Different performance appraisal methods have various advantages and limitations. - Performance appraisals influence employee motivation, morale, and career development. - Performance appraisals impact organizational growth and fairness, and they can identify ways to reduce bias in the process. - Corporate culture shapes employee behavior and contributes to organizational success. - Corporate culture impacts performance, innovation, and employee retention. - A strong corporate culture should align with organizational goals and can be adjusted to drive future growth.	<i>Students will consider...</i> - How do policies and procedures in an organization influence its operations and overall effectiveness? - In what ways do performance appraisals impact employee motivation, career development, and organizational growth? - How does corporate culture affect an organization's ability to grow and perform in the long term?
Learning Targets		
<i>Students will...</i> - Analyze policies and procedures used in an organization - Assess the impact of performance appraisals on employees and the organizations - Evaluate the impact of corporate culture on future growth and performance		
Unit Duration:		
3 weeks		

Unit 5: Legal, Ethical and Social Aspects

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Business Management , 2022 Legal, Ethical, and Social Aspects 1-4	<i>Students will understand that...</i> - Various laws and regulations, such as labor laws, environmental regulations, and business licensing, affect how businesses are established and operate. - Compliance with legal requirements is crucial for avoiding legal risks and ensuring business success. - Businesses must stay informed about changes in laws and regulations to remain compliant and competitive. - Ethical behavior in the workplace involves making decisions that align with moral principles, fairness, and respect for others. - Demonstrating integrity, honesty, and responsibility is key to fostering trust and maintaining a positive work environment. - Ethical dilemmas in the workplace can be addressed by applying ethical frameworks and company policies in a simulated setting.	<i>Students will consider...</i> - How do current laws and regulations impact the establishment, operation, and growth of a business? - Why is demonstrating ethical behavior important in the workplace, and how can it influence organizational culture and decision-making?
Learning Targets		
<i>Students will...</i> - Examine current laws and regulations affecting the establishment and operation of business - Demonstrate ethical behaviors in a simulated environment/workplace		
Unit Duration:		
4 weeks		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
3 weeks	Communication	Cengage - Business Management 14e	• Demonstrate facilitating techniques (e.g., lead team meetings or projects) • Demonstrate the ability to dialogue with supervisors and staff (e.g., role plays, job interviews) • Differentiate levels and relationships on an organizational chart • Demonstrate the ability to read and interpret information (e.g., business articles, documents, digital resources)	• Team Meeting Facilitation Simulation, Description: Students will participate in a simulated team meeting, where they take turns facilitating a short discussion on a business-related topic. They will use an agenda, manage time, and encourage peer participation. • Job Interview Role-Play, Description: Students will conduct a mock job interview in pairs, with one student acting as the interviewer and the other as the interviewee. They will practice professional dialogue, answering common interview questions and demonstrating active listening. • Organizational Chart Creation & Explanation, Description: Students will create an organizational chart for a fictional company. They will label key roles (e.g., CEO, manager, staff) and explain the relationships between different positions in the company.
3 weeks	Economics	Cengage - Business Management 14e	• Analyze components of the free enterprise system • Demonstrate the impact of globalization and the global/cultural environment in which business operates • Describe importing and exporting as it relates to global business operations	• Match company/product with home country. • Differentiate among joint ventures, wholly-owned subsidiaries and strategic alliances. • Identify and describe the key components of the free enterprise system • Poster that illustrates how globalization affects a business. They can choose a well-known company (e.g., McDonald's, Coca-Cola) and show how global markets influence the company's products, marketing, or operations. They will include simple visuals and brief descriptions
5 weeks	Management Responsibilities	Cengage - Business Management 14e	• Evaluate the impact of new technology on the workforce • Interpret current trends in business	• Technology Impact Essay - Students write a short essay explaining how new technology (like AI or automation) affects workers. They should mention both the good and bad changes it brings to jobs. • Trend Report - Students choose one current business trend (like remote work or sustainability) and write a brief report explaining how it's changing businesses and providing examples of companies using this trend.

Business Management

				Group Presentation on Business Trends - In groups, students research a current business trend and create a presentation explaining what the trend is, how it affects businesses, and how companies can take advantage of it.
3 weeks	Human Resources	Cengage - Business Management 14e	- Analyze policies and procedures used in an organization - Assess the impact of performance appraisals on employees and the organizations - Evaluate the impact of corporate culture on future growth and performance	- Policy Review and Presentation - Students review workplace policies (e.g., HR or safety policies) and create a short presentation explaining the purpose of each policy and how it helps the company run smoothly. - Performance Appraisal Reflection - Students reflect on a time they received or gave feedback (real or imagined) and write a response about how it affected their motivation and performance, as well as the company's overall success. - Corporate Culture Analysis - Students choose a company and analyze its culture, then write a brief report on how the company's culture affects its success and how it might influence future growth.
4 weeks	Legal, Ethical and Social Aspects	Cengage - Business Management 14e	- Examine current laws and regulations affecting the establishment and operation of business - Demonstrate ethical behaviors in a simulated environment/workplace	- Case Study Worksheet - Students read a case study involving a business facing legal or ethical challenges. They answer questions that require identifying the laws or ethical issues in the scenario and suggesting solutions based on what they've learned. - Ethical Dilemma Short Answer Response - Students are given a brief ethical dilemma related to business practices and must provide a written response explaining what they would do in that situation, with a focus on applying ethical principles. - Law and Ethics Quiz - Students take a quiz with multiple-choice or short-answer questions on key laws and ethical practices in business.

Proficiency Scales for Business Management

Grade Level/Course: Business Management	Standard: ● MO Business Management ○ Communication 1, 3-8 Domain: Communication
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	● Conduct a team meeting where you must present an update on a project. Ensure you use appropriate body language, maintain eye contact, and use effective verbal communication techniques. After the presentation, actively listen to feedback from your team and ask follow-up questions to clarify understanding. ● Write a report that outlines three key international communication challenges (e.g., language barriers, cultural differences, time zone issues). For each challenge, provide real-world examples and suggest possible solutions. ● Prepare and deliver a 10-minute presentation on a business topic of your choice. Use Google Slides or another media tool to support your message. Ensure the content is well-structured, visually engaging, and supports your verbal delivery. ● Read a business article or report and summarize the key points in a 3-5 minute presentation. Discuss the implications of the information and how it relates to your work or industry.
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. ● Demonstrate facilitating techniques (e.g., lead team meetings or projects) ● Demonstrate the ability to dialogue with supervisors and staff (e.g., role plays, job interviews) ● Differentiate levels and relationships on an organizational chart ● Demonstrate the ability to read and interpret information (e.g., business articles, documents, digital resources)	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Explain the types of international communication issues ● Deliver an oral presentation with appropriate media and aids	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Demonstrate effective communication skills (e.g., verbal, nonverbal, and technological communications and effective listening skills)	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Business Management

Grade Level/Course: Business Management	Standard: - MO Business Management - Economics 2-6, 8-10 Domain: Economics
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Create a comparative analysis of economic conditions in a rural area vs. an urban area. Consider factors like income levels, employment opportunities, cost of living, business development, and infrastructure. Present the findings in a report or presentation. - Create a timeline that shows the major developments of the free enterprise system, from its origins to its modern-day applications in different countries. Include major historical figures, economic policies, and events that shaped this system. - Analyze a real-world example (e.g., the housing market, oil prices, or technology products) to explain how changes in supply and demand have affected prices and consumer behavior. Prepare a report or presentation with your findings. - Create a presentation that explains the benefits and challenges of importing and exporting for small businesses. Use case studies to show how businesses have succeeded or faced obstacles in international trade.
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Analyze components of the free enterprise system - Demonstrate the impact of globalization and the global/cultural environment in which business operates - Describe importing and exporting as it relates to global business operations	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Describe development of the free enterprise system - Compare and contrast the relationship between supply and demand - Explain why businesses enter into international trade	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Describe current economic environment and its effect on business - Identify economic differences between rural and urban environments	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Business Management

Grade Level/Course: Business Management	Standard: - MO Business Management - Management Responsibilities 1-3, 5-7, 9 Domain: Management Responsibilities
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Students analyze a business situation and role-play how a manager uses different management roles. - Students are assigned a type of management and use the management functions to solve a business problem. - Students take a leadership style quiz, then research a famous leader and compare their style to their own. - Students design an action plan for a new product or service, setting goals, strategies, and objectives to achieve. - Students work in pairs to solve a business problem by following a problem-solving method. - In groups, students research a new technology (like automation or remote work tools) and discuss its effects on the workforce. - Students choose a current business trend and research how it affects businesses.
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Evaluate the impact of new technology on the workforce - Interpret current trends in business	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Evaluate and apply various functions/types of management - Develop an action plan that states goals, strategies, and objectives - Apply problem-solving approach in making decisions	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Describe various roles of management and identify situations in which managers perform in these various roles - Identify different leadership styles and their characteristics	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Business Management

Grade Level/Course: Business Management	Standard: - MO Business Management - Human Resources 1-7 Domain: Human Resources
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Students research different employee selection tools and explain why each tool is used in the hiring process. - In groups, students compare different training methods. They'll create a table or chart highlighting the pros and cons of each method for various types of employees or industries. - Students analyze the policies and procedures of a local business, focusing on areas such as employee conduct, safety, and benefits. - Students research different types of compensation plans and benefit packages. They will compare the pros and cons of each. - Students create a timeline or poster of the labor movement, focusing on key events. They will explain why unions were organized and how they helped workers. - Students will split into two groups: one supporting union membership and the other opposing it. They will research and present the advantages and disadvantages of being part of a union. - Students research a company with a strong corporate culture and analyze how its culture has impacted its growth and success.
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Analyze policies and procedures used in an organization - Assess the impact of performance appraisals on employees and the organizations - Evaluate the impact of corporate culture on future growth and performance	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Compare and contrast employee training techniques - Describe the history of the labor movement and why unions were organized	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Identify employee selection tools and determine why they are used - Discuss the advantages and disadvantages of union membership	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Business Management

Grade Level/Course: Business Management	Standard: - MO Business Management - Legal, Ethical, and Social Aspects 1-4 Domain: Legal, Ethical, and Social Aspects
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Students will research current laws and regulations that impact business operations. They will create a presentation explaining how these laws affect businesses. - Students will create a chart comparing the different types of legislation and their impact on business operations. They will focus on specific examples of each type of legislation. - Students will participate in a role-playing activity where they face an ethical dilemma in a business setting. They must decide how to handle the situation based on ethical principles. - Students will develop an action plan for a business to improve its social responsibility in areas like employee welfare, environmental sustainability, or community involvement. They will identify goals, strategies, and how to measure success.
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Examine current laws and regulations affecting the establishment and operation of business - Demonstrate ethical behaviors in a simulated environment/workplace	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. Explain the elements of local, state, and federal legislation relevant to business operations	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. Identify business' social responsibilities in the workplace, community, and society	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Computer Applications

Course Overview

Grade level(s): 9-12

Credits earned: .5

Course Description:

This course provides students with hands-on experience in a variety of industry leading software applications commonly used in business, education, and everyday life. The focus is on developing proficiency in essential tools such as word processing, spreadsheets, presentations, and internet applications. By the end of the course, students will be equipped with the skills needed to efficiently use computer applications for various tasks in professional, academic, and personal settings. No prior experience is required, making it suitable for beginners and individuals seeking to enhance their technological literacy.

Transfer Goals

Students will be able to independently use their learning to understand...

- Apply digital tools and software to organize, analyze, and present information effectively in academic, personal, and professional settings.
- Create and format professional emails, reports, presentations, and other documents appropriate for workplace and academic settings.
- Navigate the internet responsibly, evaluate online sources for credibility, and understand ethical considerations like digital citizenship, plagiarism, and cybersecurity.
- Use applications like word processors, spreadsheets, and presentation software to streamline tasks, increase efficiency, and manage information.
- Organize and interpret data using spreadsheets, charts, and databases to make informed decisions in school, business, or daily life.
- Learn how to quickly adapt to new software, platforms, and digital tools to remain competitive in a changing technological landscape.

Priority Missouri Learning Standards/National Standards

[MO Computer Applications](#), 2022

- Input Methods 1-3
- Business Documents Using Word Processing Applications 1-6, 8, 9-10, 12-13
- Business Documents Using Spreadsheet Applications 1-10, 14, 18
- Business Documents Using Presentation Applications 1-5, 7

Unit 1: Word Processing

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Computer Applications, 2022 - Business Documents Using Word Processing Applications 1-6, 8, 9-10, 12-13 - Input Methods 1-3	<i>Students will understand that...</i> - The effective use of word processing tools improves the clarity, functionality, and professionalism of business documents. - Business documents should be tailored to meet the specific needs and expectations of their intended audience. - Properly utilizing features such as spell-check, thesaurus, and lists helps create error-free, polished documents that reflect professionalism and attention to detail. - Visual elements such as graphics, tables, and hyperlinks can be used strategically to enhance communication and support the message in a business document. - Document structure, including the use of headers, footers, and page numbers, helps to organize content and provides a polished, professional look to business documents.	<i>Students will consider...</i> - How do different formatting tools in word processing software enhance the presentation and readability of business documents? - What are the key differences in creating documents for different business purposes (letters, memos, newsletters, etc.), and how do you tailor these documents to their intended audience? - How can you use word processing features (such as spell-check, thesaurus, and bulleted lists) to improve the quality of a document and ensure it meets professional standards? - In what ways do images, hyperlinks, and borders add value to business documents, and how can these elements be used strategically to support the content? - How do headers, footers, and page numbers contribute to the organization and professionalism of a document, and when should these elements be used?
Learning Targets		
<i>Students will...</i> - Create word processing documents that incorporate tables, graphics, hyperlinks, headers, footers, and various formatting options. - Create a variety of business documents including letters, memos, outlines, flyers, and newsletters. - Use word processing features such as spell-check, thesaurus, borders, bulleted list, etc. for the intended audience.		
Unit Duration:		
Ongoing throughout the semester		

Unit 2: Spreadsheets

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Computer Applications , 2022 Business Documents Using Spreadsheet Applications 1-10, 14, 18	<i>Students will understand that...</i> - Formulas and functions in spreadsheets automate calculations, making data analysis more efficient and accurate for specific tasks. - Charts and graphs transform raw data into visual representations that are easier to interpret and more effective for communicating insights. - Sorting, filtering, and protecting data are essential skills for managing large datasets and ensuring that information is accurate, organized, and secure. - Customizing templates to fit specific tasks increases efficiency by providing a tailored approach to spreadsheet design, saving time and reducing errors. - Spreadsheet features like freezing panes and protecting ranges improve workflow and prevent unintentional modifications, enhancing data integrity.	<i>Students will consider...</i> - How do formulas and functions in spreadsheets help automate calculations and simplify data analysis for specific tasks? - How can charts and graphs in spreadsheets be used to represent data effectively and communicate information visually to different audiences? - What strategies can be used to manage large sets of data, such as sorting, filtering, and protecting ranges, to ensure the integrity and organization of information? - Why is it important to modify or edit a template to suit the specific needs of a task, and how can this customization improve the efficiency of spreadsheet work? - In what situations would you use spreadsheet features like freezing panes or protecting data to enhance workflow and prevent errors?
Learning Targets		
<i>Students will...</i> - Creates a spreadsheet with formulas (addition, subtraction, multiplication, division) and functions (SUM, MAX, MIN, AVE, IF,) to fit a specific task - Creates a spreadsheet with charts/graphs to represent data - Demonstrates ability to sort and filter data in a spreadsheet - Demonstrates ability to protect and freeze ranges - Edits/Modifies a template to fit a specific task		
Unit Duration:		
Ongoing throughout the semester		

Unit 3: Presentations <i>Desired Results</i>		
Standards	Enduring Understandings	Essential Questions
MO Computer Applications , 2022 Business Documents Using Presentation Applications 1-5, 7	<i>Students will understand that...</i> - Effective slide design enhances communication. - Multimedia elements add engagement and meaning to presentations. - Consistency and readability add engagement and meaning to presentations. - Timing and flow influence audience engagement. - Strategic use of images and graphics enhances storytelling.	<i>Students will consider...</i> - How do slide design choices affect the clarity and impact of a presentation? - What role do animations and transitions play in enhancing or distracting from a message? - How can audio and video elements contribute to an effective presentation? - Why is it important to choose appropriate slide layouts for different types of content?
Learning Targets		
<i>Students will...</i> - Creates a slide presentation that includes animation and slide transitions - Inserts audio/video files into presentation - Adds background color and/or images to slides - Uses multiple layout slides in a presentation (choose appropriate layout for intended message) - Adds appropriate timing for each slide based on the intended message - Uses Text Formatting options (Font, Bold, Italicized, Underline, Size) - Formats graphics/photos (crop, location on slide, etc.)		
Unit Duration:		
Ongoing throughout the semester		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
6 weeks	Word Processing	• B.E. Publishing Food Truck Entrepreneur ◦ Start Up ◦ Word Processing • B.E. Publishing - The Google Specialist ◦ Docs • B.E. Publishing Learn by Doing Microsoft 265 ◦ Word Level 1	• Uses Headers and Footers with text formatting options (such as Font Size, Font Type, Font Color, Bold, Italicized, Underline, etc.) • Proofreads and edits/revises documents before final project is completed • Creates tables with formatting options (such as borders, shading, text placement, etc.) • Manipulate graphics within specific parameters (size, borders, rotate, crop, page location, position/text wrapping options, etc.)	• Create a word document that uses Headers and Footers with text formatting options. • Create a word document with tables to present information • Keyboarding Practice • Business letters, memos, newsletters, email formatting, outlines, flyers, etc.
6 weeks	Spreadsheets	• B.E. Publishing Food Truck Entrepreneur ◦ Spreadsheets • B.E. Publishing - The Google Specialist ◦ Sheets • B.E. Publishing Learn by Doing Microsoft 265 ◦ Excel Level 1	• Creates a spreadsheet with formulas (addition, subtraction, multiplication, division) and functions (SUM, MAX, MIN, AVE, IF,) to fit a specific task • Creates a spreadsheet with charts/graphs to represent data • Demonstrates ability to sort and filter data in a spreadsheet • Demonstrates ability to protect and freeze ranges • Edits/Modifies a template to fit a specific task	• Create a business start-up spreadsheet that uses formulas and functions to calculate various costs. • Create a spreadsheet and transfer data into a chart. • Incorporate various formatting styles such as cell colors, currency, table formatting, merge cells, etc. into a spreadsheet. Adapt row and column size as necessary or to meet specific parameters. • Incorporate various chart styles for expressing data.
6 weeks	Presentations	• B.E. Publishing Food Truck Entrepreneur ◦ Presentations • B.E. Publishing - The Google Specialist	• Creates a slide presentation that includes animation and slide transitions • Inserts audio/video files into presentation	• Create a visually appealing presentation that would help to advertise a business. • Create a visually appealing presentation that would describe

Computer Applications

		○ Slides ● B.E. Publishing Learn by Doing Microsoft 265 ○ PowerPoint Level 1	● Adds background color and/or images to slides ● Uses multiple layout slides in a presentation (choose appropriate layout for intended message) ● Adds appropriate timing for each slide based on the intended message ● Uses Text Formatting options (Font, Bold, Italicized, Underline, Size) ● Formats graphics/photos (crop, location on slide, etc.)	various levels of learning for a course. ● Create a visually appealing presentation that would show a business' social media marketing plan and the benefits of using social media. ● Create an interactive presentation in a question-and-answer format showcasing six statistics.
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Proficiency Scales for Computer Applications

Grade Level/Course: Computer Applications	Standard: ● MO Computer Applications ○ Business Documents Using Word Processing Applications 1 - 6, 8 - 10, 12, 13 ○ Input Methods 1-3 Domain: Word Processing	
Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	● Create a word document that uses Headers and Footers with text formatting options. ● Create a word document with tables to present information ● Keyboarding Practice ● Business letters, memos, newsletters, email formatting, outlines, flyers, etc.
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. ● Uses Headers and Footers with text formatting options (such as Font Size, Font Type, Font Color, Bold, Italicized, Underline, etc.) ● Proofreads and edits/revises documents before final project is completed ● Creates tables with formatting options (such as borders, shading, text placement, etc.) ● Manipulate graphics within specific parameters (size, borders, rotate, crop, page location, position/text wrapping options, etc.)	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. ● Demonstrates understanding of word processing terminology (such as, header, footer, formatting options, templates, hyperlinks, proofreading, etc.) ● Creates tables and demonstrates ability to merge cells. ● Uses templates to create documents such as flyers, business letters, etc. ● Insert hyperlinks within document ● Uses bulleted list, borders, line spacing, margins, etc. ● Demonstrates understanding of right click options ● Demonstrates proper keyboarding technique	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. ● Uses capitalization and punctuation appropriately ● Creates tables with a designated number of rows and columns ● Insert graphics in a document ● Uses spell check accordingly	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Computer Applications

Grade Level/Course: Computer Applications	Standard: - MO Computer Applications - Business Documents Using Spreadsheet Applications 1 - 10, 14, 18 Domain: Spreadsheets
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Create a business start-up spreadsheet that uses formulas and functions to calculate various costs. - Create a spreadsheet and transfer data into a chart. - Incorporate various formatting styles such as cell colors, currency, table formatting, merge cells, etc. into a spreadsheet. Adapt row and column size as necessary or to meet specific parameters. - Incorporate various chart styles for expressing data.
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Creates a spreadsheet with formulas (addition, subtraction, multiplication, division) and functions (SUM, MAX, MIN, AVE, IF,) to fit a specific task - Creates a spreadsheet with charts/graphs to represent data - Demonstrates ability to sort and filter data in a spreadsheet - Demonstrates ability to protect and freeze ranges - Edits/Modifies a template to fit a specific task	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Uses correct terminology such as rows, columns, cell, functions, merge, center, format cells, workbook, sheet/tab, chart, layout, cell range, menu tabs, formula, protect, freeze, fill, styles - Format cells, columns, and row contents (font, color, alignment, shading, etc.) - Chooses and uses a template for a specific task - Insert and delete rows and columns	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Identify the difference between a column and a row - Identify specific cell names - Name and Save file - Identify the difference between a workbook file name and individual sheets/tabs within the workbook - Names sheets and changes color of the sheet tab - Changing column/row width and height	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Computer Applications

Grade Level/Course: Computer Applications	Standard: - MO Computer Applications - Business Documents Using Presentation Applications 1-5, 7 Domain: Presentations
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	- Create a visually appealing presentation that would help to advertise a business. - Presentations must meet the on target criteria. - Create a visually appealing presentation that would describe various levels of learning for a course. - Presentations must meet the on target criteria. - Create a visually appealing presentation that would show a business’ social media marketing plan and the benefits of using social media. - Presentations must meet the on target criteria. - Create an interactive presentation in a question-and-answer format showcasing six statistics. - Presentations must meet the on target criteria.
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. - Creates a slide presentation that includes animation and slide transitions - Inserts audio/video files into presentation - Adds background color and/or images to slides - Uses multiple layout slides in a presentation (choose appropriate layout for intended message) - Adds appropriate timing for each slide based on the intended message - Uses Text Formatting options (Font, Bold, Italicized, Underline, Size) - Formats graphics/photos (crop, location on slide, etc.)	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. - Demonstrates understanding of terminology for presentation software (slide, transitions, animations, slideshow, layout, theme, design, textbox, table, insert, etc.) - Set print specifications/preferences for outline, slides, handout, etc. - Utilizes proper presentation etiquette (bulleted list, lines, notes, etc.)	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. - Identifies text formatting options such as Font, Bold, Italicized, Underline, Size - Print slideshow	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Cooperative Career Education <i>Course Overview</i>	
Grade level(s): 11-12	Credits earned: ½ per semester; 1 full credit for year
Course Description	
Cooperative Career Education (CCE) is a full year class for Juniors and Seniors who have, or are seeking a career goal or interest. Students will cover a wide range of topics including occupational research, job seeking skills, career preparation, money management, business applications, soft skills, effective communication skills, and the impacts of the global economy. The curriculum reflects current business trends and prepares students to meet the demands of the business world. Job shadowing is also a key unit which provides students opportunities to see the workplace in action.	
Transfer Goals	
<i>Students will be able to independently use their learning to...</i> ● Apply workplace readiness skills—such as professionalism, communication, problem-solving, ethical decision-making, and teamwork—to adapt and succeed in diverse real-world employment situations. ● Evaluate their personal strengths, interests, and values to set informed career goals and actively navigate career pathways by making meaningful decisions about education, training, and employment opportunities. ● Independently apply entrepreneurial thinking and economic reasoning to identify opportunities, solve problems creatively, and make sound financial and business decisions ● Integrate life skills, career planning, and entrepreneurial thinking to thrive in a rapidly changing workforce, demonstrating initiative, adaptability, and responsible decision-making in pursuit of their personal and professional goals	
Priority Missouri Learning Standards/National Standards	
MO Cooperative Career Education (pgs 27-31) ● Academic Foundations for Careers A. 1, 2; B. 1 ● Applied Technology A. 1, 2 ● Career Development and Employment A. 1, 2, 3; B. 1, 3; C. 1 ● Ethics and Social Responsibility A1, 2; B. 2 ● Entrepreneurship and Business Economics A. 1, 2, 3, 4; B. 1, 2; C. 1, 2, 3, 4, 5; D. 1, 2 ● Leadership and Teamwork A. 1, 2, 3; B. 1, 2, 3; C. 1, 2, 3; D. 1 ● Safety and Health A. 1, 2, 3, 4; B. 1, 2 ● Technical Knowledge and Skills A. 1, 2, 3, 4	

Unit 1: Career Exploration & Planning <i>Desired Results</i>		
Standards	Enduring Understandings	Essential Questions
MO Cooperative Career Education - Academic Foundations for Careers A. 1, 2; B. 1 - Applied Technology A. 1, 2 - Career Development and Employment A. 1, 2, 3; B. 1, 3; C. 1	<i>Students will understand that...</i> - Career exploration is a lifelong process influenced by personal interests, values, skills, and market trends. - Self-awareness is key to career success, as understanding one's strengths, interests, and work preferences helps in making informed career choices. - Career pathways are dynamic, and individuals must adapt to changing industries, technologies, and job markets through continuous learning and skill development. - Goal setting and planning are essential for career success, and individuals must create actionable steps to achieve short- and long-term career objectives. - Education and training choices impact career options and earning potential, making it important to explore different post-secondary pathways, including college, trade schools, apprenticeships, and direct workforce entry. - Job shadowing experiences can help refine career goals and inform future education and training choicesProfessional behavior, communication, and networking are essential for success in any career field.	<i>Students will consider...</i> - How do my interests, skills, and values influence my career choices? - How do personality assessments (such as MBTI, Holland Codes, etc.) help in career exploration? - What are the fastest-growing industries, and how do they align with my interests? - What skills and education are needed for the careers I'm interested in? - How do I set SMART goals to achieve my career aspirations? - What are the different pathways to achieving my career goals (college, vocational training, apprenticeships, military, entrepreneurship)? - How do I create a career action plan, and why is it important? - What are the different pathways to achieving my career goals (college, vocational training, apprenticeships, military, entrepreneurship)?
Learning Targets		
<i>Students will...</i> - Identify my strengths, interests, and values and explain how they relate to potential career paths. - Complete a career interest inventory and analyze the results to identify possible career options. - Research different careers and identify job duties, required skills, education/training requirements, and salary expectations. - Compare and contrast different industries and career pathways to make informed career decisions. - Create a career action plan with short-term and long-term goals for education, training, and employment. - Identify and evaluate post-secondary options (college, trade schools, apprenticeships, military, etc.) that align with my career interests - Evaluate my skills and abilities to determine which careers align with my personal attributes.		
Unit Duration:		
12-14 weeks		

Unit 2: Workplace Readiness & Life Skills

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Cooperative Career Education - Ethics and Social Responsibility A1, 2; B. 2 - Leadership and Teamwork A. 1, 2, 3; B. 1, 2, 3; C. 1, 2, 3; D. 1 - Safety and Health A. 1, 2, 3, 4; B. 1, 2 - Technical Knowledge and Skills A. 1, 2, 3, 4	<i>Students will understand that...</i> - Workplace success depends on demonstrating reliability, accountability, and a strong work ethic. - Effective communication—both verbal and written—is crucial for collaboration and success in any career. - Working well with others requires cooperation, flexibility, and respect for diverse perspectives - Decision-making requires assessing information, weighing options, and considering consequences. - The ability to embrace change and overcome challenges is essential in a constantly evolving workplace. - Leadership is not just about titles; it's about taking initiative, being dependable, and inspiring others - Positive interactions with customers, clients, and colleagues build trust and professional reputation.	<i>Students will consider...</i> - What skills and attitudes are necessary for success in the modern workplace? - How can I effectively manage my time and stay organized in a professional setting? - How do I prepare for job applications, interviews, and the hiring process? - What are the key components of a strong résumé and cover letter? - How can learning software improve collaboration and communication in the workplace? - How do I prepare for job applications, interviews, and the hiring process? - What are soft skills, and why are they just as important as technical skills? - What digital skills are essential for success in today's workforce? - How can I communicate effectively with coworkers, supervisors, and customers? - How can I demonstrate adaptability and a growth mindset in the workplace? - What digital skills are essential for success in today's workforce? - How do I understand and interpret workplace policies, such as attendance, dress code, and ethical guidelines? - How can improving typing speed and accuracy impact workplace efficiency?
Learning Targets		
<i>Students will...</i> - Create a professional resume and cover letter tailored to a specific job or career path. - Describe the importance of punctuality, dependability, and a strong work ethic in a professional setting - Define key workplace readiness skills, including communication, teamwork, adaptability, and professionalism. - Identify common workplace expectations, including dress code, digital etiquette, and time management - Evaluate the impact of effective vs. ineffective workplace communication in various professional scenarios. - Collaborate with peers to complete a team-based project, reflecting on the effectiveness of teamwork and communication.		
Unit Duration:		
10-12 weeks		

Unit 3: Entrepreneurship and Business Economics

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Cooperative Career Education Entrepreneurship and Business Economics A. 1, 2, 3, 4; B. 1, 2; C. 1, 2, 3, 4, 5; D. 1, 2	<i>Students will understand that...</i> - Students will understand that successful entrepreneurship is not just about ideas, but about executing them through strategic planning, adaptability, and overcoming obstacles. - Students will grasp how various economic factors, such as supply and demand, interest rates, and market competition, influence business operations and decision-making. - Students will see the need for flexibility in business strategies, whether in marketing, product development, or customer service, to remain competitive and relevant - Students will recognize the importance of financial management skills, including budgeting, forecasting, and understanding profit margins, to maintain and grow a business - Students will develop an understanding of the role ethics and social responsibility play in business, impacting customer loyalty, brand reputation, and long-term success	<i>Students will consider...</i> - What does it mean to think like an entrepreneur? - Why is entrepreneurship important in today's economy and society? - How do supply, demand, and competition affect business decisions? - What role does risk play in entrepreneurship and business economics? - Why is a business plan important, and what makes one effective? - How do entrepreneurs make informed financial decisions? - What challenges do businesses face when trying to grow? - What can I learn from the experiences of successful entrepreneurs? - How can I turn my interests and passions into a viable business idea?

Learning Targets

Students will...

- Explain what it means to be an entrepreneur and describe key traits of successful entrepreneurs
- Identify different types of businesses (e.g., sole proprietorship, partnership, corporation) and their advantages and disadvantages.
- Describe how economic systems (e.g., market, mixed, command) affect entrepreneurship.
- Describe how inflation, interest rates, and unemployment impact small businesses.
- Outline the steps to start a small business, including planning, funding, and marketing
- Create or interpret a basic business plan including a mission, target market, and goals.

Unit Duration:

10-12 weeks

Cooperative Career Education (CCE)

<i>Learning Plan</i>				
Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
12-14 weeks	Career Exploration and Planning	• Pathful Explore • iCEV	• Students will exhibit understanding of the concepts, in the workplace and with career trends • Students will use self-assessment tools to discover personal traits, and will be able to match them with potential careers • Student will be able to utilize the decision-making process and set lifestyle goals • Students will explore, research and evaluate careers by using the internet, videos and other methods	• Take and evaluate online self-assessment tests • Compare 2–3 careers using a matrix that includes salary, education, job outlook, working conditions, and pros/cons • Match potential careers with self-assessment results • Complete project illustrating knowledge of the decision-making process • Research careers and complete career exploration activities • Students give a 2–3 minute presentation about their job shadowing experience to the class • Write and send a professional thank-you letter or email to the mentor or organization
10-12 weeks	Workplace Readiness and Life Skills	• Pathful Explore • iCEV • Typing.com	• Students will define the traits of successful entrepreneurs and summarize the advantages/disadvantages of entrepreneurship • Students will describe the different ways to become a business owner and ways to form a legal business • Students will evaluate career choices and make a career plan • Students will select, perform and evaluate a job shadow experience	• Demonstrate ability to create and complete professional application materials such as resumes, cover letters, and applications • Practice professional communication and interview skills • Assessment of personal leadership traits and styles. • Test knowledge of workplace safety standards and regulations. • Develop professional communication skills through email. • Submit a reflection on the importance of professional dress and how it

Cooperative Career Education (CCE)

				affects workplace perceptions and career opportunities • Prepare for and participate in mock interviews
10-12 weeks	Entrepreneurship and Business Economics	• Pathful Explore • iCEV	• Students will utilize job search strategies • Students will create resumes and cover letters • Students will complete applications • Students will identify and prepare for different phases of the interview process	• Demonstrate knowledge of entrepreneurship • Assessments of students on their understanding of business economics concepts • Evaluate students' ability to create and evaluate a business plan. • Have students present their business idea to the class in a formal pitch

Proficiency Scales for Cooperative Career Education

Grade Level/Course: Cooperative Career Education		Standard: ● MO Cooperative Career Education ○ Career Development and Employment A. 1, 2, 3; B. 1, 3; C. 1 Domain: Career Exploration & Planning
Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	● Perform a job shadow ● Job shadowing report of experience ● Creating a list of questions to ask the professional during the shadowing experience ● Students conduct an informational interview with someone in a career they are interested in ● Students research three careers they are interested in, focusing on: job duties and responsibilities, required education and skills, salary and job outlook, potential career growth ● Students set short-term and long-term career goals based on their interests ● Students complete a career interest inventory (e.g., Myers-Briggs, Holland Code) and write a reflection paper ● Students research the current job market for a specific career they are interested in and prepare a presentation ● Students learn and apply effective job search strategies ● Cybershadow a variety of careers ● Create an action plan that outlines necessary steps to achieve their career goals
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. ● Clearly identifies career interests, strengths, and goals ● Develops a well-researched career plan with actionable steps ● Effectively uses career resources, networking, and exploration tools ● Confidently articulates career aspirations and plans for skill development ● Demonstrates job ready skills during job shadowing experiences ● Clearly explains the impact of education on career planning and can describe specific career paths influenced by different levels of education.	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. ● Identifies general career interests and some personal strengths. ● Begins to explore career options and post-secondary pathways. ● Uses some career resources and research strategies. ● Works on setting career-related goals and understanding job market trends ● Explains how specific levels of education impact career choices and opportunities, providing clear examples of how education can shape career paths.	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. ● Shows curiosity about career possibilities. ● Recognizes the importance of career planning and self-reflection. ● Starts to explore different career fields and pathways. ● Learns about career resources and begins basic research ● Identifies how education impacts career choices, recognizing that education can influence the range of career opportunities.	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Cooperative Career Education (CCE)

Grade Level/Course: Cooperative Career Education	Standard: - MO Cooperative Career Education - Academic Foundations for Careers A. 1, 2 Domain: Workplace Readiness & Life Skills	- Applied Technology A. 1, 2 - Ethics and Social Responsibility A1, 2; B. 2 - Leadership and Teamwork A. 1, 2, 3; B. 1, 2, 3; C. 1, 2, 3; D. 1
Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Given a scenario that requires them to use math skills to solve a workplace problem - Demonstrate their proficiency with workplace technology tools (e.g., word processors, spreadsheets, project management software, etc.) by completing a series of tasks - Participate in an ethics case study and discussion - Explore various leadership styles and simulate a workplace project where they must adapt their leadership styles to work with different team members - Create a code of ethics for a fictional business or organization. - Research different labor laws (e.g., minimum wage, workplace discrimination, health and safety regulations, workers' compensation) and create a presentation explaining how each law protects employees and ensures fair treatment in the workplace - Design an informative poster that outlines the rights and responsibilities of employees and employers under specific laws - Develop a personal leadership development plan that includes specific skills they want to improve (e.g., communication, decision-making, conflict resolution) and the steps they will take to develop those skills over time - Research common workplace safety hazards in specific industries - Research strategies for maintaining a healthy work-life balance (e.g., stress management, time management, exercise) - Participate in a simulation where they must use career-specific technical skills to solve a problem
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Demonstrates professionalism and workplace etiquette in job shadowing experiences and classroom activities - Analyzes the job shadowing experience to make connections to personal career interests and skills. - Applies ethical principles in decision-making and models ethical behavior in workplace activities - Applies employment law knowledge when analyzing workplace practices and decisions. - Analyzes how leadership success depends on adapting traits to the group and context. - Demonstrates leadership actions in workplace-based tasks and reflects on their impact. - Maintains and explains healthy routines that enhance focus, energy, and long-term job performance.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Describes appropriate ethical choices in realistic workplace scenarios. - Explains how employment laws protect rights and influence behavior in the workplace. - Describes how leadership can be shown in different roles and situations. - Explains how leadership actions help achieve group goals. - Describes how specific habits like rest, exercise, and stress management support career goals. - Explains why safety procedures are important and practices them consistently. - Explains how understanding self and others improves team interactions and leadership. - Describes job responsibilities and workplace expectations observed during the experience.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Identifies examples of ethical and unethical behavior. - Describes characteristics of leaders and their effect on a group. - Describes key leadership actions such as setting goals or giving feedback. - Identifies ways businesses affect communities or the environment. - Identifies major employment laws such as wage laws or anti-discrimination policies. - Lists essential skills for a chosen career based on research or classroom activities. - Identifies healthy habits that affect personal well-being and performance. - Prepares questions and observes workplace roles and routines.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Cooperative Career Education (CCE)

Grade Level/Course: Cooperative Career Education	Standard: - MO Cooperative Career Education - Technical Knowledge and Skills A. 1, 2, 3, 4 Domain: Entrepreneurship and Business Economics
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Present students with a real-world business problem (e.g., declining sales, customer service issues). - Introduce concepts like supply and demand, opportunity cost, scarcity, and price elasticity through trading activities. - Students write a simplified business plan including market research, cost structure, pricing strategy, SWOT analysis, and financial projections. - In small groups, students create and pitch a business idea. Use a sample scenario to create a basic startup budget. - Analyze a real small business and identify how economic principles (e.g., competition, incentives, marginal cost/revenue) impact decisions. - In teams, develop and propose solutions. - Small groups develop business concepts and pitch them to a "Shark Tank" panel of peers, teachers, or guest professionals. - Interview a local business owner (in person or virtually). - Present findings on their journey, challenges, and advice to aspiring entrepreneurs. - Break down the components: executive summary, product/service description, market research, marketing strategy, operations, and financial projections. - Students develop a business idea based on local needs or personal interests. - Create an "elevator pitch" and present it to the class or a mock panel.
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Uses economic principles to explain and predict business decisions in different market scenarios. - Uses business concepts to make strategic decisions and solve problems in a business simulation or plan. - Designs a business concept or plan that includes market research, product/service development, marketing, and financial planning. - Reflects on personal strengths and applies entrepreneurial behaviors in team activities, challenges, or project work.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Describes how economic concepts impact consumer and business choices in real-life situations. - Describes how business concepts like pricing, budgeting, and financial planning influence operations. - Describes how entrepreneurs carry out steps like conducting market research and building a brand. - Describes how specific entrepreneurial traits influence business outcomes and success stories.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Identifies and defines economic terms such as supply, demand, scarcity, and opportunity cost. - Names core business terms such as profit, revenue, and expenses, and can recognize them in context. - Lists key steps in starting a business, such as idea generation, research, and planning. - Identifies personal traits common in entrepreneurs, such as resilience, creativity, and initiative.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Cooperative Career Education Internship

Course Overview

Grade level(s): 11-12

Credits earned: ½ per semester; 1 full credit per year

Prerequisite: must be dual-enrolled in Cooperative Career Education

Course Description

The Cooperative Career Education (CCE) Internship program is a workplace learning experience, which is an extension of the Cooperative Career Education classroom. Cooperative Career Education (CCE) training is designed for, and only for, students currently enrolled in the Cooperative Career Education (CCE) class. The CCE Internship provides on-the-job work experience that allows students to master academic and workplace skills. The work experience reinforces the importance of interpersonal skills, decision-making, problem-solving, critical thinking, and teamwork skills. Students must work 10 hours a week for one credit, and 20 hours per week for 2 credits (2 credit maximum).

Transfer Goals

Students will be able to use their learning to...

- Interview and attain employment
- Maintain employment
- Work required hours
- Understand and document pay stubs
- Complete Individualized Management Plan
- Employer Evaluation

Priority Missouri Learning Standards/National Standards

MO Cooperative Career Education

- 1.5.1 Fulfilling obligations
- 1.5.2 Attendance and punctuality
- 2.5.1 Communicating
- 2.5.3 Observing carefully
- 3.1.2 Establishing productive relationships
- 3.2.1 Understanding customer needs
- 3.2.3 Acting professionally

Unit 1: Attains and Maintains Employment

Desired Results

Standards	Enduring Understandings	Essential Questions
DESE SME Handbook, 2022 1.5.1 Fulfilling obligations 1.5.2 Attendance and punctuality 2.5.1 Communicating 2.5.3 Observing carefully 3.1.2 Establishing productive relationships 3.2.1 Understanding customer needs 3.2.3 Acting professionally	<i>Students will understand that...</i> - Securing a job requires preparation, professionalism, and strong communication skills. - First impressions influence employment opportunities. - Job interviews provide opportunities to showcase qualifications and soft skills. - Maintaining a job requires consistent professionalism and accountability. - Following rules, communicating effectively, and showing initiative build trust at work. - Time management and attendance are critical to workplace success.	<i>Students will consider...</i> - What makes a candidate stand out in an interview? - How do communication and body language impact interview success? - What are employers really looking for during the hiring process? - How to maintain employment? - What skills can be developed to maintain employment? - What habits help employees succeed and grow in their jobs? - Why do punctuality and dependability matter to employers? - How can employees adapt to challenges while maintaining job performance?
Learning Targets		
<i>Students will...</i> - Prepare a professional résumé and job application. - Demonstrate interview skills including verbal communication, body language, and preparation. - Identify and apply to employment opportunities aligned with career goals. - Confirm employment with employer - Read, understand and sign copy of Code of Ethics Agreement, Marketing Internship Rules & Regulations Agreement, and Private Transportation Agreement - Submit copy of first paycheck		
Unit Duration:		
36 weeks		

Unit 2: Works Required Hours

Desired Results

Standards	Enduring Understandings	Essential Questions
DESE SME Handbook, 2022 1.5.1 Fulfilling obligations	<i>Students will understand that...</i> - They must work an average of 10 required hours per week per release hour, totaling 150 hours per release hour by the end of the semester - Time commitment and accountability are vital for maintaining program and workplace responsibilities. - Balancing multiple roles requires planning and communication. - Tracking and managing work hours is part of being a responsible employee.	<i>Students will consider...</i> - How can I manage my time to succeed in both school and work? - Why is consistent attendance important for earning credit and employer trust? - What systems help employees stay accountable for their schedules?
Learning Targets		
<i>Students will...</i> - Meet the hourly work expectations of the internship program. - Balance school, work, and other commitments responsibly. - Communicate with supervisors and teachers about schedules.		
Unit Duration:		
36 Weeks		

Unit 3: Documents and Understands Paystubs

Desired Results

Standards	Enduring Understandings	Essential Questions
DESE SME Handbook, 2022 2.5.1 Communicating 2.5.3 Observing carefully	<i>Students will understand that...</i> - Understanding payroll and deductions is essential for financial independence. - Paystubs provide important information about earnings, taxes, and benefits. - Employees are responsible for tracking and reviewing their pay records.	<i>Students will consider...</i> - What does my paystub tell me about my earnings and deductions? - Why is it important to review and understand payroll information? - How can I use pay stub information to plan my personal finances?
Learning Targets		
<i>Students will...</i> - Read and interpret a pay stub, including gross pay, deductions, and net earnings. - Identify common payroll terms and deductions. - Track and record hours and earnings accurately.		
Unit Duration:		
36 weeks		

Unit 4: IMP- Individual Management Plan
Desired Results

Standards	Enduring Understandings	Essential Questions
DESE SME Handbook, 2022 1.5.1 Fulfilling obligations 1.5.2 Attendance and punctuality 2.5.1 Communicating 2.5.3 Observing carefully 3.1.2 Establishing productive relationships 3.2.1 Understanding customer needs 3.2.3 Acting professionally	<i>Students will understand that...</i> - They must accurately complete the monthly IMP with a supervisor/manager. - The IMP connects real-world experience with classroom learning. - Goal-setting and reflection are key to personal and professional growth. - Documenting work experience helps students see their development over time.	<i>Students will consider...</i> - How does my job support my career and learning goals? - What skills am I building through this experience? - Why is it important to reflect on and document my workplace learning?
Learning Targets		
<i>Students will...</i> - Be familiar with the personnel and business policies of job site - Understand the characteristics of an effective employee - Understand the steps to take to reach management by interviewing managers at their job site - Identify the social and ethical responsibilities required by employer - Understand the importance of rules and regulations in a business - Reflect on how work experiences align with career goals. - Track and document learning progress over time.		
Unit Duration:		
36 Weeks		

Unit 5: Employer Evaluation

Desired Results

Standards	Enduring Understandings	Essential Questions
DESE SME Handbook, 2022 1.5.1 Fulfilling obligations 1.5.2 Attendance and punctuality 2.5.1 Communicating 2.5.3 Observing carefully 3.1.2 Establishing productive relationships 3.2.1 Understanding customer needs 3.2.3 Acting professionally	<i>Students will understand that...</i> - Professional growth requires openness to feedback and a willingness to improve. - Evaluations help identify progress and guide future development. - Constructive feedback is a valuable tool for learning.	<i>Students will consider...</i> - What can I learn from my performance evaluations? - How can feedback help me grow professionally? - How do I set goals based on what I've learned about myself?
Learning Targets		
<i>Students will...</i> - Receive and respond to feedback from supervisors. - Reflect on performance and set goals for improvement. - Identify strengths and areas for growth based on evaluations.		
Unit Duration:		
4 weeks		

<i>Learning Plan</i>				
Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
36 Weeks	Attain and Maintain Employment	DESE SME Handbook	- Students will prepare a professional résumé and job application. - Students will demonstrate interview skills including verbal communication, body language, and preparation. - Students will identify and apply to employment opportunities aligned with career goals. - Student will confirm employment with employer - Student will read, understand and sign copy of Code of Ethics Agreement, Marketing Internship Rules & Regulations Agreement, and Private Transportation Agreement - Student will submit copies of every paystub over the course of the semester/year - Students will complete weekly spreadsheets detailing hours worked and payroll data	- Confirmation of employment with employer - Signed copy of Code of Ethics Agreement, Marketing Internship Rules & Regulations Agreement, and Private Transportation Agreement - Submission of all paystubs paycheck - Verification of pay stubs - Completion of weekly spreadsheet
36 Weeks	Works Required Hours	DESE SME Handbook	- Students will meet the hourly work expectations of the internship program. - Students will balance school, work, and other commitments responsibly. - Students will communicate with supervisors and teachers about schedules.	- Turns in copies of pay stubs and documents in spreadsheets - Verification of passing grade in coenrolled
36 Weeks	Documents and Understand Pay Stubs	DESE SME Handbook	- Students will complete spreadsheet on a weekly basis to track hours - Students will document all information from paystub each pay period, including hourly rate, number of hours worked,	- Weekly spreadsheet to track work hours. - Document all information from each pay period (i.e. hourly rate, number of hours worked, gross pay, federal

Cooperative Career Education Internship

			gross pay, federal taxes, FICA, Medicare, MO taxes, and net pay Students will demonstrate understanding of all information on the pay stub.	taxes, MO taxes, FICA, Medicare, net pay)
36 Weeks	IMP- Individual Management Plan	DESE SME Handbook	- Students will be familiar with the personnel and business policies of job site - Students will understand the characteristics of an effective employee - Students will understand the steps to take to reach management by interviewing managers at their job site - Students will identify the social and ethical responsibilities required by employer - Students will understand the importance of rules and regulations in a business	Completes required components of monthly Individual Management Plan, on time
4 Weeks	Employer Evaluation		Students will be evaluated by Employer once per quarter, and student will strive for being rated above average on more than half of categories	Program coordinator will provide an evaluation that Employer will complete on the employee once per quarter, and employee is rated above average on more than half of categories

Proficiency Scales for Cooperative Career Education Internship

Grade Level/Course: Cooperative Career Education Internship	Standard: ■ DESE SME ■ 1.5.1 Fulfilling obligations, 1.5.2 Attendance and punctuality, 2.5.1 Communicating, 2.5.3 Observing carefully, 3.1.2 Establishing productive relationships, 3.2.1 Understanding customer needs, 3.2.3 Acting professionally Domain: Employer Evaluation
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	Program coordinator will provide an evaluation that Employer will complete on the employee once per quarter and employee is rated above average on more than half of categories
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. Student appropriately receives and responds to feedback, reflects on performance, and sets clear goals for improvement based on evaluations.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. Student accepts feedback and shows some reflection and effort toward improvement, but may need guidance in setting or following through with goals.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. Student struggles to accept feedback constructively or reflect meaningfully on performance and requires support in identifying areas for growth or setting goals.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Cooperative Career Education Internship	Standard: ■ DESE SME ■ 1.5.1 Fulfilling obligations, 1.5.2 Attendance and punctuality, 2.5.1 Communicating, 2.5.3 Observing carefully, 3.1.2 Establishing productive relationships, 3.2.1 Understanding customer needs, 3.2.3 Acting professionally Domain: Interviews and Attains Employment
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	● Confirmation of employment with employer ● Signed copy of Marketing Education Rules and Regulations Agreement, Code of Ethics Agreement, and Private Transportation Agreement ● Verification of first paycheck
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. ● Student applies, interviews, and secures employment by the start of the semester. Demonstrates solid preparation with a professional résumé and confident interview performance.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Student applies, interviews, and secures employment within one week after the start of the semester. Résumé and interview skills show developing effort and understanding.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Student applies, interviews, and secures employment within two weeks after the start of the semester. Application and interview skills need improvement and guidance.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Cooperative Career Education Internship

Grade Level/Course: Cooperative Career Education Internship	Standard: ■ DESE SME ■ 1.5.1 Fulfilling obligations, 1.5.2 Attendance and punctuality, 2.5.1 Communicating, 2.5.3 Observing carefully, 3.1.2 Establishing productive relationships, 3.2.1 Understanding customer needs, 3.2.3 Acting professionally Domain: Maintains Employment
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. Student fulfills workplace obligations, follows all policies and procedures, and maintains consistent attendance and punctuality.	- Verification of pay stubs - Completion of weekly spreadsheet
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. Student generally meets workplace obligations but may occasionally need reminders to follow procedures or improve attendance and punctuality.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. Student inconsistently meets obligations and needs regular support to follow policies, manage time, and meet attendance requirements.	
	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	
LND	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. Student fulfills workplace obligations, follows all policies and procedures, and maintains consistent attendance and punctuality.	

Grade Level/Course: Cooperative Career Education Internship	Standard: ■ DESE SME ■ 1.5.1 Fulfilling obligations, 1.5.2 Attendance and punctuality, 2.5.1 Communicating, 2.5.3 Observing carefully, 3.1.2 Establishing productive relationships, 3.2.1 Understanding customer needs, 3.2.3 Acting professionally Domain: Works Required Hours
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. ● Student meets hourly work expectations, balances school and work commitments appropriately, and communicates schedule updates as needed. ● Students will work 10 required hours per week per credit hour enrolled, totaling 150/300 hours by the end of the semester	● Verification of pay stubs ● Completion of weekly Excel spreadsheet
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Student meets most hourly expectations but occasionally struggles with balancing commitments or maintaining consistent communication. ● Fails to document monthly worked hours ● Missing scheduled hours	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Student has difficulty meeting required hours, managing commitments, and/or communicating effectively with supervisors or teachers.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Cooperative Career Education Internship	Standard: ■ DESE SME ■ 1.5.1 Fulfilling obligations, 1.5.2 Attendance and punctuality, 2.5.1 Communicating, 2.5.3 Observing carefully, 3.1.2 Establishing productive relationships, 3.2.1 Understanding customer needs, 3.2.3 Acting professionally Domain: Documents and understands pay stubs
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. Student correctly reads a paystub, identifies key payroll terms and deductions, and accurately records hours and earnings.	- on a weekly basis, complete spreadsheet to track hours - document all information from paystub each pay period, including hourly rate, number of hours worked, gross pay, federal taxes, FICA, Medicare, MO taxes, and net pay
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. Student understands basic paystub elements and most payroll terms but may need occasional support in interpreting deductions or tracking hours.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. Student demonstrates limited understanding of paystub elements and struggles to accurately identify payroll terms or maintain records of hours and earnings.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Cooperative Career Education Internship	Standard: ■ DESE SME ■ 1.5.1 Fulfilling obligations, 1.5.2 Attendance and punctuality, 2.5.1 Communicating, 2.5.3 Observing carefully, 3.1.2 Establishing productive relationships, 3.2.1 Understanding customer needs, 3.2.3 Acting professionally Domain: IMP (Individual Management Plan)
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. • Student completes an IMP that connects job tasks to learning objectives, reflects on career alignment, and tracks progress over time.	• Understands the personnel and business policies of job site • Understands the characteristics of an effective employee • Understands the steps to take to reach management by interviewing managers at their job site • Identifies the social and ethical responsibilities required by employer • Understands the importance of rules and regulations in a business
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. • Student shows effort in completing an IMP and reflection but may need support making strong connections or consistently documenting progress.	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. • Student demonstrates minimal understanding of the IMP process, limited reflection on career goals, and lacks consistency in documenting learning.	
LND	• The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Digital Media

Course Overview

Grade level(s): 10-12

Credits earned: ½ per semester

Course Description

Explore the world of print design and layout with our dynamic, hands-on curriculum! Students will acquire key techniques to produce professional-quality documents for both print and digital media. Each lesson focuses on a specific task, enabling students to progressively build and refine their skills. Comprehensive guides accompany every activity, offering step-by-step instructions to ensure successful mastery of the technical aspects. This course is beginner-friendly, welcoming those eager to elevate their design abilities—no prior experience required!

Transfer Goals

Students will be able to independently use their learning to understand...

- Create professional-quality print and digital media
- Utilize industry-standard tools with confidence
- Follow a structured design process
- Apply foundational design skills across contexts and platforms
- Develop independence and problem-solving skills

Priority Missouri Learning Standards/National Standards

[MO Desktop Publishing](#), 2022

- Design Concepts 1-2, 4, 6-7
- Typography Concepts 1-11
- Foundational Concepts 1-7
- Managing Images 1-11
- Publication Layout 1-5
- The Printing Process 1-5
- Portfolio 1-4

Unit 1: Design and Typography Concepts

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Desktop Publishing , 2022 - Design Concepts 1-2, 4, 6-7 - Typography Concepts 1-11 - Foundational Concepts 1-7	<i>Students will understand that...</i> - Effective design relies on understanding key desktop publishing terminology and tools. - Successful publication design requires careful planning and layout organization. - Typography plays a critical role in communication and readability. - Text integration and formatting are essential for polished, professional documents. - Meeting industry standards requires both technical skill and time management.	<i>Students will consider...</i> - How do desktop publishing tools and terminology impact the quality of a design? - How does typography influence the readability and effectiveness of a design? - What strategies ensure seamless text integration and formatting in a publication? - How do time management and technical skills contribute to meeting industry standards in desktop publishing?

Learning Targets

Students will...

- Define and apply key desktop publishing terminology
- Identify and utilize tools and palettes
- Plan and organize a publication layout
- Develop and follow a structured work schedule
- Compose and format text elements
- Import and integrate text files and word processing documents
- Measure and adjust type attributes
- Modify typography setting
- Manipulate text features and formats

Unit Duration:

3 Weeks

Unit 2: Managing Images

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Desktop Publishing , 2022 Managing Images 1-11	<i>Students will understand that...</i> - Image acquisition methods impact quality and usability in design. - Effective image editing enhances visual communication. - File formats and resolution settings influence image performance across different platforms. - Designers must understand and apply color theory to create visually appealing layouts. - Manipulating and integrating images effectively strengthens the overall composition of a publication.	<i>Students will consider...</i> - How does image resolution affect the quality and usability of a design? - What impact do image editing techniques have on visual communication? - Why is it important to choose the correct file format and resolution for different media applications? - How do color choices and color modes influence the effectiveness of a design? - What strategies can be used to manipulate and integrate images for a visually balanced and professional layout?

Learning Targets

Students will...

- Capture and digitize images
- Edit and enhance images
- Select and apply the correct file formats and resolution settings
- Use color theory effectively
- Manipulate images using digital tools
- Integrate images seamlessly into publications
- Evaluate and apply best practices in image acquisition and editing
- Create original vector-based illustrations
- Organize and manage digital assets
- Apply design principles to enhance readability and usability

Unit Duration:

3 weeks

Unit 3 : Foundational Concepts & Publication Layout

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Desktop Publishing , 2022 - Foundational Concepts 1-7 - Publication Layout 1-5	<i>Students will understand that...</i> - Effective file management is crucial for workflow efficiency and project organization. - Designers must be aware of cultural, gender, and age-related biases in visual communication. - Successful publication design requires careful planning and time management. - Effective page layout is essential for creating visually organized and professional publications. - Master pages and templates enhance efficiency and consistency in design projects. - Strong layout and design skills are transferable to real-world applications.	<i>Students will consider...</i> - Why is it important for designers to consider cultural, gender, and age-related biases in visual communication? - How does effective file management impact workflow, collaboration, and project success? - How do page layout choices, such as margins, columns, and page numbering, impact the readability and professionalism of a publication? - Why are master pages and templates important in ensuring consistency and efficiency in design projects? - What role does consistency in design elements play in making a publication more functional and engaging for the audience?

Learning Targets

Students will...

- Organize and manage digital files effectively
- Identify and address cultural, gender, and age-related biases
- Plan and execute design projects with attention to deadlines
- Create visually organized and professional layouts
- Utilize master pages and templates
- Apply design principles to ensure consistency and cohesion
- Transfer layout and design skills to real-world applications

Unit Duration:

10 Weeks

Unit 4: The Portfolio & The Printing Process

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Desktop Publishing , 2022 - Portfolio 1-4 - The Printing Process 1-5	<i>Students will understand that...</i> - A strong portfolio demonstrates mastery of desktop publishing skills. - The ability to explain design choices enhances professional credibility. Color separation is essential for high-quality print production. - Previewing and selecting appropriate printing settings enhances the final output. - Exporting and formatting publications for different platforms is a key design skill.	<i>Students will consider...</i> - What criteria should be used to select sample projects that best demonstrate mastery of desktop publishing concepts? - How can the arrangement and formatting of portfolio pieces enhance their impact and professionalism? - What role does a strong portfolio play in pursuing careers or further education in graphic arts and desktop publishing? - Why is color separation important in the printing process and how does it impact the final product? - How do print preview, printer settings, and file export options affect the quality and usability of a desktop publication?

Learning Targets

Students will...

- Describe the purpose and process of color separation
- Use print preview or WYSIWYG layout before printing
- Select an appropriate printer and printer attributes
- Convert desktop publication to format for exporting/Web posting
- Create a resume highlighting graphic arts/desktop publishing and related skills
- Select sample projects to show concepts mastered
- Arrange a selection of sample projects into a professional presentation

Unit Duration:

2 Weeks

<i>Learning Plan</i>				
Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
3 Weeks	Design & Typography Concepts	● GMetrix Brain Buffet (Adobe) ○ Adobe In-Design ● Various on-line Adobe In-Design tutorials	● Define and apply key desktop publishing terminology ● Identify and utilize tools and palettes ● Plan and organize a publication layout ● Develop and follow a structured work schedule ● Compose and format text elements ● Import and integrate text files and word processing documents ● Measure and adjust type attributes ● Modify typography setting ● Manipulate text features and formats	● Create a two-page magazine spread on a topic of your choice, incorporating effective typography, text formatting, and layout design ● Develop a tri-fold brochure for a business of your choice, ensuring the design meets the needs of a specific audience ● Design a promotional flyer for an upcoming school event using imported text and strategic font choices
3 Weeks	Managing Images	● GMetrix Brain Buffet (Adobe) ○ Adobe In-Design ● Various on-line Adobe In-Design tutorials	● Capture and digitize images ● Edit and enhance images ● Select and apply the correct file formats and resolution settings ● Use color theory effectively ● Manipulate images using digital tools ● Integrate images seamlessly into publications ● Evaluate and apply best practices in image acquisition and editing ● Create original vector-based illustrations ● Organize and manage digital assets ● Apply design principles to enhance readability and usability	● Design a visually compelling event poster using imported and edited images, ensuring proper file formatting ● Create a digital advertisement for a product of your choice by acquiring, editing, and formatting images appropriately ● Create an original digital illustration in vector-based software (e.g., Adobe Illustrator) for a branding or marketing project

Digital Media

10 Weeks	Foundational Concepts & Publication Layout	● GMetrix Brain Buffet (Adobe) ○ Adobe In-Design ● Various on-line Adobe In-Design tutorials	● Organize and manage digital files effectively ● Identify and address cultural, gender, and age-related biases ● Plan and execute design projects with attention to deadlines ● Create visually organized and professional layouts ● Utilize master pages and templates ● Apply design principles to ensure consistency and cohesion ● Transfer layout and design skills to real-world applications	● Design a two-page magazine spread on a social or cultural topic of your choice while demonstrating sensitivity to bias in representation ● Create a professional business stationery set, including a business card, letterhead, and envelope, using templates and master pages ● Design an event program for a school concert or sports event, ensuring that it meets professional standards and is completed on time using a structured work schedule to meet the project deadline
2 weeks	The Portfolio and Printing Process	● GMetrix Brain Buffet (Adobe) ○ Adobe In-Design ● Various on-line Adobe In-Design tutorials	● Describe the purpose and process of color separation ● Use print preview or WYSIWYG layout before printing ● Select an appropriate printer and printer attributes ● Convert desktop publication to format for exporting/Web posting ● Create a resume highlighting graphic arts/desktop publishing and related skills ● Select sample projects to show concepts mastered ● Arrange a selection of sample projects into a professional presentation	● Compile a professional portfolio featuring sample design projects in both a print and digital format ● Design an event poster and prepare it for both professional printing and web display ● Create a professional resume highlighting your graphic arts and desktop publishing skills, along with a one-page digital portfolio showcasing selected works

Proficiency Scales for Digital Media

Grade Level/Course: Digital Media	Standard: ● MO Desktop Publishing, 2022 ○ Design Concepts 1-2, 4, 6-7, ○ Typography Concepts 1-11, ○ Foundational Concepts 1-7 Domain: Design and Typography Concepts
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	● Design a promotional flyer for an upcoming school event using imported text and strategic font choices ● Create a two-page magazine spread on a topic of your choice, incorporating effective typography, text formatting, and layout design ● Develop a tri-fold brochure for a business of your choice, ensuring the design meets the needs of a specific audience
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. ● Apply character and word spacing (e.g., kerning, tracking, and leading) ● Manipulate text features and formats (e.g., wordwrap, hyphenations, drop cap, color, text path) ● Utilize layering technique in publication ● Match publication design to appropriate audience ● Apply design principles and elements	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Plan a preliminary layout for a publication ● Demonstrate sensitivity to bias (e.g., culture, gender, age) ● Create appropriate headlines ● Import text files and other word processing documents into publication ● Access and apply fonts ● Adjust typography attributes (e.g., bold, italic, underline, reverse)	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Define basic terms related to graphic arts/desktop publishing ● Identify and apply basic tools and palettes ● Create a text frame ● Measure type (e.g., pixels, inches, points, etc.)	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Digital Media	Standard: - MO Desktop Publishing, 2022 - Managing Images 1-11 Domain: Managing Images
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Design a visually compelling event poster using imported and edited images, ensuring proper file formatting - Create a digital advertisement for a product of your choice by acquiring, editing, and formatting images appropriately - Create an original digital illustration in vector-based software (e.g., Adobe Illustrator) for a branding or marketing project
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Create original drawings in illustration software - Determine appropriate image file formats (e.g., bmp, tiff, jpeg, gif, pict, eps) - Select color scheme - Select appropriate ink colors (e.g., Pantone, PMS)	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Ensure that appropriate resolution is utilized on acquired images - Edit images (color, filter, tints, contrast, watermark, brightness) - Apply image modes (e.g., convert RGB, CMYK, grayscale) - Manipulate images (e.g., mask, resize, crop, scale, rotate, group/ungroup)	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Use a camera to acquire images - Use a scanner to digitize images - Import files and images from various sources	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Digital Media

Grade Level/Course: Digital Media	Standard: - MO Desktop Publishing, 2022 - Foundational Concepts 1-7, - Publication Layout 1-5 Domain: Foundational Concepts & Publication Layout
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Design a two-page magazine spread on a social or cultural topic of your choice while demonstrating sensitivity to bias in representation - Create a professional business stationery set, including a business card, letterhead, and envelope, using templates and master pages - Design an event program for a school concert or sports event, ensuring that it meets professional standards and is completed on time using a structured work schedule to meet the project deadline
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Create master pages - Create templates (e.g. labels, business cards, brochures, programs) - Modify templates (e.g. labels, business cards, brochures, programs) - Use editing tools (e.g. copy, cut, paste)	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Plan a preliminary layout for a publication - Develop a work schedule to meet deadlines - Set appropriate page layout options (margins, columns, double-sided, facing pages, page numbering)	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Define terms related to graphic arts/desktop publishing - Identify and apply tools and palettes - Demonstrate sensitivity to bias (e.g., culture, gender, age) - Manage electronic files (e.g., storage, naming files, retrieval)	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Digital Media	Standard: - MO Desktop Publishing, 2022 - Portfolio 1-4, - The Printing Process 1-5 Domain: The Portfolio & The Printing Process
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Compile a professional portfolio featuring sample design projects in both a print and digital format - Design an event poster and prepare it for both professional printing and web display - Create a professional resume highlighting your graphic arts and desktop publishing skills, along with a one-page digital portfolio showcasing selected works
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Arrange the selections of sample projects into a professional print or digital format - Select the appropriate printer and printer attributes - Perform color separation - Convert desktop publication to format for exporting/Web posting (e.g., PDF, HTML)	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Create a resume highlighting graphic arts/desktop publishing skills - Select sample projects to show graphic arts/desktop publishing skills - Explain the reasons for selecting the sample projects - Describe the purpose of process of color separation - Use print preview or WYSIWYG layout before printing	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. Locate completed work samples	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Entrepreneurship

Course Overview

Grade level(s): 10-12
Credits earned: .5 credit (may be taken more than once for elective credit)

Prerequisite: teacher/counselor approval

Course Description

Entrepreneurship is your chance to turn big ideas into reality! In this dynamic course, you'll learn the ins and outs of starting and running your own business. From brainstorming ideas to building business plans and managing operations, you'll get real-world experience and the tools you need to become a successful entrepreneur. Whether you're dreaming of launching a startup, opening a local shop, or creating the next big brand, this course will guide you every step of the way. If you're ready to take charge of your future and make an impact, Entrepreneurship is the perfect place to start! How can entrepreneurs use market research, mentorship, and financial tools to strengthen and validate their business ideas?

Transfer Goals/Big Ideas

Students will be able to independently use their learning to...

- Identify challenges in their community or industry and develop creative solutions using an entrepreneurial mindset.
- Apply budgeting, investing, and financial decision-making skills to manage personal finances and future business endeavors.
- Overcome setbacks and failures with a growth mindset, applying lessons learned to future opportunities.
- Establish professional connections, leverage mentorship, and collaborate with others to advance personal and business goals.
- Evaluate market trends, identify business opportunities, and assess risks before making career or financial decisions.

Priority Missouri Learning Standards/National Standards

[MO Entrepreneurship, 2022](#)

- Entrepreneurship Skills 1-5
- Market Research 1-8
- Financial Statements 3-7
- Marketing Management Promotion 2-3, 5-6
- Production Operational Management 2-3, 9-10

Unit 1: Entrepreneurship Skills
Desired Results

Standards	Enduring Understandings	Essential Questions
MO Entrepreneurship , 2022 Entrepreneurship Skills 1-5	<i>Students will understand....</i> - Entrepreneurs leverage external resources - Understanding personal entrepreneurial traits - Entrepreneurial planning requires evaluating different tools and strategies - Launching a business involves assessing start-up costs, funding sources, and potential risks - Idea feasibility is determined by analyzing market demand, competition, and resource availability	<i>Students will consider...</i> - How can entrepreneurs use resources like market research, mentorship, and financial tools to validate their ideas? - How do personal traits affect entrepreneurial decisions and leadership? - What tools and strategies are essential for launching and sustaining a business? - How can entrepreneurs assess start-up costs, funding, and risks for success? - What factors make a business idea feasible, and how can entrepreneurs adapt to market conditions?
Learning Targets		
<i>Students will...</i> - Determine feasibility of ideas - Compare and contrast entrepreneurial planning considerations and tools - Assess start-up requirements and risks - Discover external resources useful to entrepreneurs during concept development - Complete and discuss a personality assessment to determine entrepreneurial traits		
Unit Duration:		
3 weeks		

Unit 2: Marketing Research/Marketing Management Promotion

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Entrepreneurship, 2022 - Market Research 1-8 - Marketing Management Promotion 2-3, 5-6	<i>Students will understand....</i> - SWOT analysis helps entrepreneurs gather marketing insights to make informed decisions. - Creative methods like brainstorming help generate viable product or service ideas. - A strong product name, brand, and USP create market differentiation and added value. - Marketing strategies and research assess product feasibility and customer demand. - A solid marketing and PR strategy, including the promotional mix and digital media, boosts customer engagement and brand awareness.	<i>Students will consider...</i> - How does a SWOT analysis help entrepreneurs make better marketing decisions? - What are the benefits of using creative methods like brainstorming to develop product or service ideas? - How do a product name, brand, and unique selling proposition contribute to market differentiation and customer value? - How do marketing strategies and research help evaluate product feasibility and understand customer demand? - How can a marketing and PR strategy, including digital media, improve customer engagement and brand recognition?

Learning Targets

Students will...

- Conduct an environmental scan (i.e., SWOT) to obtain marketing information
- Identify methods to develop a product/service idea (e.g., brainstorming, reverse brainstorming).
- Create product name and brand/image
- Determine unique selling proposition and added value
- Develop strategies to position product/service
- Research initial feasibility of product/service ideas
- Conduct focus group or survey for feasibility of product/service ideas
- Evaluate the research data
- Develop marketing plan
- Describe the elements of the promotional mix
- Develop promotional plan including digital media
- Develop a public relations strategy (publicity, public service announcement, news release, etc.)

Unit Duration:

3 weeks

Unit 3: Financial Statements

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Entrepreneurship , 2022 Financial Statements 3-7	<i>Students will understand that...</i> - Developing a budget is crucial for managing business finances and ensuring financial sustainability. - Preparing an estimated income statement helps entrepreneurs project revenue, expenses, and profitability over time. - Understanding and managing cash flow is essential for maintaining liquidity and supporting day-to-day business operations. - Creating an estimated balance sheet provides a snapshot of a business's financial position by tracking assets, liabilities, and equity. - Interpreting financial statements enables entrepreneurs to assess business performance, make informed decisions, and plan for future growth.	<i>Students will consider</i> - Why is developing a budget essential for managing business finances and ensuring success? - How does preparing an estimated income statement help entrepreneurs project revenue and profitability? - Why is cash flow management important for maintaining the financial health of a business? - How does creating an estimated balance sheet provide insight into a business's financial position? - How can interpreting financial statements help entrepreneurs assess performance and make strategic decisions?
Learning Targets		
<i>Students will...</i> - Develop a budget - Prepare estimated/projected income statement - Prepare and determine cash-flow - Prepare estimated/projected balance sheet - Interpret financial statements		
Unit Duration:		
2 weeks		

Unit 4: Production/Operational Management

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Entrepreneurship , 2022 Production/Operational Management 2-3, 9-10	<i>Students will understand that...</i> - The factors of production are essential for creating and running a successful business. - Business systems and procedures ensure smooth and consistent operations. - An organized inventory system is key for efficiency and customer satisfaction. - Clear order-fulfillment processes ensure timely and accurate deliveries. - Effective inventory management minimizes stock disruptions and maintains supply levels.	<i>Students will consider...</i> - How do the factors of production impact the success of a business? - Why are business systems and procedures important for smooth operation? - How does an organized inventory system improve business efficiency and customer satisfaction? - Why are clear order-fulfillment processes essential for timely product delivery? - How can effective inventory management prevent stock shortages and supply chain issues?
Learning Targets		
<i>Students will...</i> - Explain the factors of production - Develop business systems and procedures (e.g., employee handbook sections, policies and procedures, buying/purchasing policies) - Create an inventory of products/supplies (e.g., shipping/receiving, damaged goods, reorder points) - Develop order-fulfillment processes		
Unit Duration:		
10 weeks		

Learning Plan				
Week(s)	Topic	Learning Targets	Resources/Texts	Assessment
3 weeks	Entrepreneur Skills	• Determine feasibility of ideas • Compare and contrast entrepreneurial planning considerations and tools • Assess start-up requirements and risks • Discover external resources useful to entrepreneurs during concept development • Complete and discuss a personality assessment to determine entrepreneurial traits	• Building a Student-Based Enterprise (VariQuest) • B.E. Publishing eReadiness Bundle ◦ Essentials of Entrepreneurship • Various online resources	• Students will create a one-page infographic or short slide deck that visually represents the entrepreneur's key traits, challenges, and external resources they leveraged. • Students will choose a business idea (e.g., coffee shop, clothing brand, mobile app) and identify the specific start-up requirements (permits, funding, legal structure, etc.) they would need.
3 weeks	Marketing Research & Marketing Management Promotion	• Conduct an environmental scan (i.e., SWOT) to obtain marketing information • Identify methods to develop a product/service idea (e.g., brainstorming, reverse brainstorming). • Create product name and brand/image • Determine unique selling proposition and added value • Develop strategies to position product/service • Research initial feasibility of product/service ideas • Conduct focus group or survey for feasibility of product/service ideas • Evaluate the research data	• Building a Student-Based Enterprise (VariQuest) • B.E. Publishing eReadiness Bundle ◦ Essentials of Entrepreneurship • Various online resources	• Create and distribute a survey or conduct a focus group to test the viability of a product or service idea, then analyze the collected data to determine potential market demand. • Design a promotional strategy for a start-up, incorporating various elements of the promotional mix, and create a sample digital marketing campaign, such as a social media ad or influencer collaboration. • Given a hypothetical PR crisis/or new product, students will develop a response strategy, including a press release and digital communication plan, and present their approach in a mock press conference.
2 weeks	Financial Statements	• Develop a budget	• Building a Student-Based Enterprise (VariQuest)	• Create a start-up budget for a small business, estimating initial

Entrepreneurship

		• Prepare estimated/projected income statement • Prepare and determine cash-flow • Prepare estimated/projected balance sheet • Interpret financial statements	• B.E. Publishing eReadiness Bundle ○ Essentials of Entrepreneurship • Various online resources	costs, monthly expenses, and potential funding sources to ensure financial feasibility. • Track and analyze the cash flow of a simulated business over three months, identifying potential shortfalls and proposing strategies to maintain positive cash flow. • Analyze real or simulated financial statements, identify key financial trends, and assess the profitability, liquidity, and financial health of a business.
10 weeks	Production/Operational Management	• Explain the factors of production • Develop business systems and procedures (e.g., employee handbook sections, policies and procedures, buying/purchasing policies) • Create an inventory of products/supplies (e.g., shipping/receiving, damaged goods, reorder points) • Develop order-fulfillment processes	• Building a Student-Based Enterprise (VariQuest) • B.E. Publishing eReadiness Bundle ○ Essentials of Entrepreneurship • Various online resources	• Analyze their own business by identifying how they use land (physical resources), labor (workforce), capital (equipment and money), and entrepreneurship (their role in decision-making and innovation). • Create an employee handbook section or a set of operational policies for their business, such as customer service guidelines, purchasing policies, or workplace expectations. • Design and implement a step-by-step order fulfillment process for their business, detailing how they receive, process, package, and deliver customer orders efficiently.

Proficiency Scales for Entrepreneurship

Grade Level/Course: Entrepreneurship	Standard: ● MO Entrepreneurship ○ Entrepreneurship Skills 1-5 Domain: Entrepreneurship Skills
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	● Students will create a one-page infographic or short slide deck that visually represents the entrepreneur's key traits, challenges, and external resources they leveraged. ● Students will choose a business idea (e.g., coffee shop, clothing brand, mobile app) and identify the specific start-up requirements (permits, funding, legal structure, etc.) they would need.
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. ● Discover external resources useful to entrepreneurs during concept development ● Complete and discuss a personality assessment to determine entrepreneurial traits	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Compare/contrast entrepreneurial planning considerations and tools ● Assess start-up requirements and risks	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Determine feasibility of ideas	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Entrepreneurship

Grade Level/Course: Entrepreneurship	Standard: - MO Entrepreneurship - Market Research 1-8 - Market Management Promotion 2-3, 5-6 Domain: Market Research and Marketing Management Promotion
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Create and distribute a survey or conduct a focus group to test the viability of a product or service idea, then analyze the collected data to determine potential market demand. - Design a promotional strategy for a start-up, incorporating various elements of the promotional mix, and create a sample digital marketing campaign, such as a social media ad or influencer collaboration. - Given a hypothetical PR crisis/or new product, students will develop a response strategy, including a press release and digital communication plan, and present their approach in a mock press conference.
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Conduct focus group or survey for feasibility of product/service ideas - Evaluate the research data - Develop a public relations strategy	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Determine unique selling proposition and added value - Develop strategies to position product/service - Research initial feasibility of product/service ideas - Describe the elements of a promotional mix - Develop a promotional plan including digital media	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Conduct an environmental scan (i.e., SWOT) to obtain marketing information - Identify methods to develop a product/service idea (e.g., brainstorming, reverse brainstorming). - Identify methods to develop a product/service idea (e.g., brainstorming, reverse brainstorming) - Create a product name and brand/image - Develop marketing plan	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Entrepreneurship	Standard: - MO Entrepreneurship - Financial Statements 3-7 Domain: Financial Statements
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Create a start-up budget for a small business, estimating initial costs, monthly expenses, and potential funding sources to ensure financial feasibility. - Track and analyze the cash flow of a simulated business over three months, identifying potential shortfalls and proposing strategies to maintain positive cash flow. - Analyze real or simulated financial statements, identify key financial trends, and assess the profitability, liquidity, and financial health of a business.
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Prepare and determine cash-flow - Interpret financial statements	
2 In Progress	- Prepare estimated/projected income statement - Prepare estimated/projected balance sheet	
1 Getting Started	Develop a budget	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Entrepreneurship

Grade Level/Course: Entrepreneurship	Standard: - MO Entrepreneurship - Production/Operational Management 2-3, 9-10 Domain: Production/Operational Management
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	- Analyze their own business by identifying how they use land (physical resources), labor (workforce), capital (equipment and money), and entrepreneurship (their role in decision-making and innovation). - Create an employee handbook section or a set of operational policies for their business, such as customer service guidelines, purchasing policies, or workplace expectations. - Design and implement a step-by-step order fulfillment process for their business, detailing how they receive, process, package, and deliver customer orders efficiently.
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. - Create an inventory of products/supplies (e.g., shipping/receiving, damaged goods, reorder points) - Develop order-fulfillment process	
2 In Progress	Develop business systems and procedures (e.g., employee handbook sections, policies and procedures, buying/purchasing policies)	
1 Getting Started	Explain the factors of production	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Introduction to Business

Course Overview

Grade level(s): 9-12
Credits earned: ½ credit

Course Description

Get ready to dive into the fast-paced world of modern business. In this course, you'll explore the many dynamic functions that drive today's companies and industries. From navigating the challenges of a rapidly changing society to making impactful decisions in real-world business environments, this class will empower you with the knowledge and skills to thrive in the business world. Are you ready to discover how businesses really work and how YOU can make a difference? Let's get started!

Transfer Goals

Students will be able to independently use their learning to understand...

- Analyze current economic trends and their impact on businesses and consumers.
- Understand cultural differences and how they influence business practices globally.
- Develop an entrepreneurial mindset, including creativity, risk-taking, and problem-solving skills.
- Demonstrate proficiency in key business operations functions such as marketing, finance, human resources, and logistics.
- Effectively communicate ideas through written, verbal, and digital formats.

Priority Missouri Learning Standards/National Standards
[MO Introduction to Business, 2022](#)

- Economic Awareness 1-10
- Global Economic Awareness 1-10
- Entrepreneurship 1-4
- Business Operations 1-3, 6-10
- Communication and Interpersonal Skills 1-4, 7-10

Unit 1: Economic Awareness <i>Desired Results</i>		
Standards	Enduring Understandings	Essential Questions
MO Introduction to Business, 2022 Economic Awareness 1-10	<i>Students will understand ...</i> - Limited resources and unlimited wants drive choices about goods and services. - Economic systems determine how resources are used and who gets what. - Supply and demand affect prices and influence decision-making. - Indicators like inflation and GDP show the health of the economy. - Global trade connects economies and impacts local businesses.	<i>Students will consider...</i> - How do people and countries decide what to produce and consume? - What causes prices to rise or fall in an economy? - How do economic systems and conditions affect businesses and individuals?
Learning Targets		
<i>Students will...</i> - Distinguish between goods and services - Examine goods and services as related to the economic problem - Compare and contrast economic systems and their resources - Evaluate the relationship between supply, demand, and price - Interpret the effects of inflations and deflation - Describe the four phases of the business cycle - Analyze economic indicators (CPI, unemployment, GNP, GOP) - Distinguish the different roles in the economy (consumers, producers, government) - Explain Economic interdependence (importing, exporting) - Describe the major elements of the US Economy		
Unit Duration:		
3 weeks		

Unit 2: Global Economic Awareness <i>Desired Results</i>		
Standards	Enduring Understandings	Essential Questions
MO Introduction to Business, 2022 Global Economic Awareness 1-6	<i>Students will understand ...</i> - International trade shapes how businesses operate and grow. - Marketing is essential for reaching global consumers. - Ethics and cultural awareness are key in global business. - The global economy affects what consumers buy and at what cost. - Currency values and globalization influence business decisions.	<i>Students will consider...</i> - How does global trade affect businesses and consumers? - Why is understanding culture and ethics important in global business? - How do different currencies and economies influence international business?
Learning Targets		
<i>Students will...</i> - Describe the influence of international trade on business - Explain marketing and its importance on a global economy - Describe ethical standards, social and cultural differences of various cultures - Assess the impact of the global economy on consumers - Discuss the impact of globalization on business - Compare and contrast the US dollar to other currencies		
Unit Duration:		
3 weeks		

Unit 3: Entrepreneurship***Desired Results***

Standards	Enduring Understandings	Essential Questions
MO Introduction to Business, 2022 Entrepreneurship 1-4	<i>Students will understand ...</i> - Entrepreneurs share common traits that drive innovation and success. - Understanding yourself helps determine if entrepreneurship is a good fit. - Owning a business involves both risks and rewards. - Starting a business requires planning, research, and clear goals. - A strong business plan is essential for turning ideas into action.	<i>Students will consider...</i> - What makes someone an entrepreneur? - What are the risks and rewards of owning a business? - How do you turn a business idea into a real company?
Learning Targets		
<i>Students will...</i> - Identify the characteristics of an entrepreneur - Compare one's individual characteristics to those of an entrepreneur - Compare and Contrast the rewards and risks of owning a business - Identify the process of starting a business by utilizing a business plan (description of company, description of service/product, etc.)		
Unit Duration:		
3 weeks		

Unit 4: Business Operations

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Introduction to Business, 2022 Business Operations 1-3, 6-10	<i>Students will understand ...</i> - Business structure and ownership impact how a company is run. - Core business functions like management, marketing, and finance work together to achieve success. - Technology changes how businesses operate and compete. - Understanding income and financial tools is key to managing money in business. - Managers use different roles and styles to lead effectively.	<i>Students will consider...</i> - How are businesses structured and managed to be successful? - How do businesses make money and handle financial transitions? - How do marketing, advertising, and technology help businesses grow?
Learning Targets		
<i>Students will...</i> - Explain organizational design of business (business ownership, types of business, etc.) - Explain the relationship between the essential business functions (management, marketing, etc.) - Evaluate ways technology impacts business - Explain forms of financial exchange (cash, credit, debit, EFT, etc.) - Describe sources of income (sales, interest, rent, dividends, etc.) - Explain the concept of marketing and advertising strategies - Describe the functions of a manager in a business environment (organize, plan, direct) - Describe different management styles (coaching, directive)		
Unit Duration:		
3 weeks		

Unit 5: Communication and Interpersonal Skills

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Introduction to Business, 2022 Communication and Interpersonal Skills 1-4, 7-10	<i>Students will understand ...</i> - Clear communication-verbal, written, and nonverbal-is essential in the workplace. - Listening and following instructions improve teamwork and productivity. - Professional online behavior (netiquette) builds a positive digital reputation. - Ethical decision-making and understanding diversity lead to better workplace environments. - Effective presentations help express ideas clearly and confidently.	<i>Students will consider...</i> - How can good communication skills help you succeed in school and the workplace? - Why is it important to understand ethics, laws, and decision-making in the workplace? - How does diversity affect how people work together?

Learning Targets

Students will...

- Follow and give verbal and written instructions
- Employ good listening skills and demonstrate nonverbal communication techniques
- Demonstrate Netiquette
- Explain how diversity impacts the workplace
- Identify and apply the decision-making process to a given situation
- Examine unethical conduct and potential consequences
- Differentiate between ethical and legal concepts
- Demonstrate effective oral presentation skills

Unit Duration:

3 weeks

Learning Plan				
Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
3 weeks	Economic Awareness	Foundations of Business eTextbook B.E. Publishing Chapters 1-3	• Distinguish between goods and services • Examine goods and services as related to the economic problem • Compare and contrast economic systems and their resources • Evaluate the relationship between supply, demand, and price • Interpret the effects of inflations and deflation • Describe the four phases of the business cycle • Analyze economic indicators (CPI, unemployment, GNP, GOP) • Distinguish the different roles in the economy (consumers, producers, government) • Explain Economic interdependence (importing, exporting) • Describe the major elements of the US Economy	• Create a poster that illustrates and explains the difference between goods and services. Include at least three examples of each and highlight their significance in daily life. • Write a short essay discussing how the allocation of goods and services addresses the economic problem of scarcity. Include examples to support your explanation. • Prepare a presentation comparing and contrasting two different economic systems (e.g., capitalism and socialism) in terms of how they allocate resources. Highlight the advantages and disadvantages of each system environment
3 weeks	Global Economic Awareness	Foundations of Business eTextbook B.E. Publishing Chapter 5	• Describe the influence of international trade on business • Explain marketing and its importance on a global economy • Describe ethical standards, social and cultural differences of various cultures • Assess the impact of the global economy on consumers • Discuss the impact of globalization on business • Compare and contrast the US dollar to other currencies	• Choose one product you use often (e.g., a phone, clothing item, or snack). Find out which countries it comes from or is made in, and create a one-page summary explaining how international trade helps make this product available to you. • In small groups, choose a U.S. product and brainstorm how you would market it in another country. Create a short poster or slide explaining your marketing plan, including any changes you would make to respect social or cultural differences. • Look up the current exchange rate between the U.S. dollar and the currency of one other country (e.g.,

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				Japan, Mexico, or the UK). Create a simple chart showing what \$10, \$50, and \$100 would be worth in that currency. Then, write two sentences about how exchange rates can affect businesses.
3 weeks	Entrepreneurship	Foundations of Business eTextbook B.E. Publishing Chapter 2 & 7	- Identify the characteristics of an entrepreneur - Compare one's individual characteristics to those of an entrepreneur - Compare and Contrast the rewards and risks of owning a business - Identify the process of starting a business by utilizing a business plan (description of company, description of service/product, etc.)	- Read a short list of common entrepreneur characteristics (e.g., risk-taker, creative, goal-oriented, independent). Then, complete a Venn diagram comparing your own personality traits with those of a typical entrepreneur. - Create a two-column chart labeled "Rewards" and "Risks" of owning your own business. List at least three items in each column. Then, write a short paragraph explaining which side you think has a bigger impact and why? - Pretend you are going to start a small business (like a smoothie stand, custom t-shirt shop, or dog-walking service). Fill out a simple business plan worksheet that includes: - Business name - Description of your product or service - Target customers - One marketing idea - Estimated startup costs
3 weeks	Business Operations	Foundations of Business eTextbook B.E. Publishing Chapter 2,7,11, 16	- Explain organizational design of business (business ownership, types of business, etc. - Explain the relationship between the essential business functions (management, marketing, etc.) - Evaluate ways technology impacts business - Explain forms of financial exchange (cash, credit, debit, EFT, etc.) - Describe sources of income (sales, interest, rent, dividends,etc.) - Explain the concept of marketing and advertising strategies	- Create a graphic organizer (like a chart or web) that includes: - Three types of business ownership (e.g., sole proprietorship, partnership, corporation) with one key feature of each. - Four basic business functions (management, marketing, finance, operations) and a one-sentence description of how each helps a business run. - Read three short business scenarios (e.g., a store installs self-checkout, a company starts accepting mobile payments, or a business uses a software for inventory). For each:

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			- Describe the functions of a manager in a business environment (organize, plan, direct) - Describe different management styles (coaching, directive)	- Write 1–2 sentences explaining how technology affects the business. - Identify what form(s) of financial exchange are used (e.g., cash, debit, EFT). - Imagine you're opening a small coffee shop. Complete a short worksheet that asks you to: - Name two ways you'll advertise your business. - List three sources of income you could earn - Choose a management style you would use (e.g., coaching or directive) and explain why - Describe two things you'd do as the manager in the first week of opening
3 weeks (through out)	Communication and Interpersonal Skills	Foundations of Business eTextbook B.E. Publishing Chapter 3, 7 and throughout	- Follow and give verbal and written instructions - Employ good listening skills and demonstrate nonverbal communication techniques - Demonstrate Netiquette - Explain how diversity impacts the workplace - Identify and apply the decision-making process to a given situation - Examine unethical conduct and potential consequences - Differentiate between ethical and legal concepts - Demonstrate effective oral presentation skills	- You receive an email from a co-worker asking for help with a project. Write a polite and professional reply using proper Netiquette (clear subject line, proper greeting, respectful tone, no slang) - Read a short workplace scenario (e.g., choosing between two suppliers or deciding how to handle a customer complaint). As a group or individually, walk through the 5-step decision-making process (Identify the problem, Gather information, Evaluate options, Make a decision, Review the outcome) and present your solution. - Review 6 short workplace scenarios (e.g., stealing office supplies, being late, or reporting a safety issue). For each, decide if the situation is: - Unethical - Illegal - Both - Neither Then, explain possible consequences for each unethical or illegal action.

Proficiency Scales for Introduction to Business

Grade Level/Course: 9-12 Introduction to Business	Standard: ● MO Introduction to Business, 2022 ○ Economic Awareness 1-10 Domain: Economic Awareness
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	● Create a poster that illustrates and explains the difference between goods and services. Include at least three examples of each and highlight their significance in daily life. ● Write a short essay discussing how the allocation of goods and services addresses the economic problem of scarcity. Include examples to support your explanation. ● Prepare a presentation comparing and contrasting two different economic systems (e.g., capitalism and socialism) in terms of how they allocate resources. Highlight the advantages and disadvantages of each system.
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. ● Analyze economic indicators (e.g., CPI, unemployment, GNP, GOP) ● Distinguish the different roles in the economy (e.g., consumers, producers, government) ● Explain economic interdependence (e.g., importing, exporting) ● Describe the major elements in the U.S. Economy	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Evaluate the relationship between supply, demand, and price ● Interpret the effects of inflation and depletion ● Describe the four phases of the business cycle	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Distinguish between goods and services ● Examine goods and services as related to the economic problem ● Compare and Contrast economic systems and their resources	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Introduction to Business	Standard: - MO Introduction to Business, 2022 - Global Awareness 1-6 Domain: Global Awareness
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	- Choose one product you use often (e.g., a phone, clothing item, or snack). Find out which countries it comes from or is made in, and create a one-page summary explaining how international trade helps make this product available to you. - In small groups, choose a U.S. product and brainstorm how you would market it in another country. Create a short poster or slide explaining your marketing plan, including any changes you would make to respect social or cultural differences. - Look up the current exchange rate between the U.S. dollar and the currency of one other country (e.g., Japan, Mexico, or the UK). Create a simple chart showing what \$10, \$50, and \$100 would be worth in that currency. Then, write two sentences about how exchange rates can affect businesses.
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. - Discuss the impact of globalization on business - Compare and contrast the US dollar to other currencies	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. - Describe ethical standards, social and cultural differences of various cultures - Assess the impact of the global economy on consumers	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. - Describe the influence of international trade on business - Explain marketing and its importance on a global economy	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Introduction to Business

Grade Level/Course: Introduction to Business	Standard: - MO Introduction to Business, 2022 - Entrepreneurship 1-4 Domain: Entrepreneurship
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	Read a short list of common entrepreneur characteristics (e.g., risk-taker, creative, goal-oriented, independent). Then, complete a Venn diagram comparing your own personality traits with those of a typical entrepreneur. Create a two-column chart labeled "Rewards" and "Risks" of owning your own business. List at least three items in each column. Then, write a short paragraph explaining which side you think has a bigger impact and why. Pretend you are going to start a small business (like a smoothie stand, custom t-shirt shop, or dog-walking service). Fill out a simple business plan worksheet that includes: - Business name - Description of your product or service - Target customers - One marketing idea - Estimated startup costs
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Compare and contrast the rewards and risks of owning a business - Identify the process of starting a business by utilizing a business plan (e.g., description of company, description of service/product, etc)	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. Compare one's individual characteristics to those of an entrepreneur	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. Identify the characteristics of an entrepreneur	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Introduction to Business

Grade Level/Course: Introduction to Business	Standard: - MO Introduction to Business, 2022 - Business Operations 1-3, 6-10 Domain: Business Operations
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Create a graphic organizer (like a chart or web) that includes: - Three types of business ownership (e.g., sole proprietorship, partnership, corporation) with one key feature of each. - Four basic business functions (management, marketing, finance, operations) and a one-sentence description of how each helps a business run.
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. - Explain the contempt of marketing and advertising strategies - Describe the functions of a manager in a business environment (organize, plan, direct) - Describe different management styles (coaching, directive)	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. - Explain forms of financial exchange (cash, credit, debit, EFT, etc.) - Evaluate ways technology impacts business - Describe sources of income (sales, interest, rent, dividends)	Read three short business scenarios (e.g., a store installs self-checkout, a company starts accepting mobile payments, or a business uses a software for inventory). For each: - Write 1–2 sentences explaining how technology affects the business. - Identify what form(s) of financial exchange are used (e.g., cash, debit, EFT). Imagine you're opening a small coffee shop. Complete a short worksheet that asks you to: - Name two ways you'll advertise your business - List three sources of income you could earn - Choose a management style you would use (e.g., coaching or directive) and explain wh - Describe two things you'd do as the manager in the first week of opening
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. - Explain organizational design of business (business ownership, types of business, etc.) - Explain the relationship between the essential business functions (management, marketing, etc.)	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Introduction to Business

Grade Level/Course: Introduction to Business	Standard: - MO Introduction to Business, 2022 - Communication and Interpersonal Skills 1-5, 7-10 Domain: Communication and Interpersonal Skills
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- You receive an email from a co-worker asking for help with a project. Write a polite and professional reply using proper Netiquette (clear subject line, proper greeting, respectful tone, no slang) - Read a short workplace scenario (e.g., choosing between two suppliers or deciding how to handle a customer complaint). As a group or individually, walk through the 5-step decision-making process (Identify the problem, Gather information, Evaluate options, Make a decision, Review the outcome) and present your solution. - Review 6 short workplace scenarios (e.g., stealing office supplies, being late, or reporting a safety issue). For each, decide if the situation is: Unethical Illegal Both Neither Then, explain possible consequences for each unethical or illegal action.
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Examine unethical conduct and potential consequences - Differentiate between ethical and legal concepts - Demonstrate effective oral presentation skills	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Demonstrate Netiquette - Explain how diversity impacts the workplace - Identify and apply the decision-making process to give a situation	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Follow and give verbal and written instructions - Employ good listening skills and demonstrate nonverbal communication techniques	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Marketing 1 Course Overview

Grade level(s): 10- 12	Credits earned: ½ per semester; 1 full credit for year
Course Description	
This course covers essential topics such as consumer behavior, advertising, market research, branding, and the marketing mix (Product, Price, Place, Promotion). Students will explore how businesses develop strategies to meet customer needs and compete in the global marketplace. Through interactive activities, case studies, and group projects, students will gain hands-on experience creating marketing plans, designing advertisements, and examining market research. The course also explores career opportunities in marketing, helping students develop critical thinking, creativity, and communication skills that are valuable in any business environment. DECA, "An Association of Marketing Students," is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences, and competition on a district, state, and national level.	
Transfer Goals	
<i>Students will be able to independently use their learning to...</i> • Research and explore careers of their choice and careers in the marketing field • Become a wise consumer by understanding how companies use marketing through focusing on the 7 functions of marketing and use of the marketing mix • Increase and improve their communications skills through classroom activities, projects, presentations, and DECA role plays	
Priority Missouri Learning Standards/National Standards	
MBA Research Standards for Fundamentals of Marketing (MO uses MBA Research Standards for all Marketing Courses) • Professional Development ◦ PD:024 Explain employment opportunities in marketing • Promotion (PR) ◦ PR:001 Explain the role of promotion as a marketing function ◦ PR:002 Explain the types of promotion (i.e., institutional, product) ◦ PR:003 Identify the elements of the promotional mix ◦ PR:007 Explain types of advertising media • Marketing (MK) ◦ MK:001 Explain marketing and its importance in a global economy ◦ MK:002 Describe marketing functions and related activities • Product/Service Management (PM) ◦ PM:001 Explain the nature and scope of the product/service management function ◦ PM:024 Identify the impact of product life cycles on marketing decisions ◦ PM:019 Describe the uses of grades and standards in marketing	• Channel Management (CM) ◦ CM:001 Explain the nature and scope of channel management (CS) LAP-CM-001 ◦ CM:003 Explain the nature of channels of distribution (CS) LAP-CM-003 • Customer Relations (CR) ◦ CR:003 Explain the nature of positive customer relations (CS) LAP-CR-003 DECA Competitive Event Purposes: 1. To contribute to the development of skills necessary for careers in marketing, management and entrepreneurship. 2. To evaluate student achievement of the competencies through careful measurement devices (performance indicators). 3. To provide opportunities for student and team recognition. 4. To provide constructive avenues for individual or team expression, initiative and creativity. 5. To motivate students to assume responsibility for self improvement and self-discipline.

Marketing 1

○ PM:020 Explain warranties and guarantees ● Pricing (PI) ○ PI:001 Explain the nature and scope of the pricing function ○ PI:002 Explain factors affecting pricing decisions	6. To provide a vehicle for students to demonstrate (via performance indicators) their acquired skills through individual or team activities. 7. To assist students in acquiring a realistic self-concept through individual or team activities. 8. To help students participate in an environment of cooperation and competition. 9. To provide visibility for the educational goals and objectives of marketing education.
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Unit 1: Careers <i>Desired Results</i>		
Standards	Enduring Understandings	Essential Questions
MBA Research PD: 024	<i>Students will understand that...</i> - Certain traits of employees are important to be successful - Researching occupations is vital for successful employees - A well-constructed resume is an important step in career development - Mock interviews build communication and professionalism - Properly utilizing electronic media/communications contributes to professional image	<i>Students will consider...</i> - What traits are important to the success of employees? - What resources can be used to research and identify current aspects of various occupations of your choosing? - How do you develop a resume that is business ready? - How can you successfully participate in interviews, including in person and phone? - What are the proper components of a business email? - How do you develop a cover letter that is professional?
Learning Targets		
<i>Students will...</i> - List and describe traits important to the success of employees - Research and be able to identify aspects of an occupation - Develop a resume - Successfully participate in a mock interview - Write and send a professionally worded email with attachments - Develop a professional cover letter		
Unit Duration:		
3 Weeks		

Unit 2: Marketing Foundations

Desired Results

Standards	Enduring Understandings	Essential Questions
MBA Research MK: 001, 002	<i>Students will understand that...</i> - Marketing is more than just advertising; it's a strategic process that includes identifying customer needs, creating value, and building strong customer relationships. - Effective marketing strategies help businesses expand globally, influence consumer behavior, and contribute to economic growth across different countries and cultures. - Marketing functions—such as product/service management, pricing, promotion, distribution, selling, financing, and market research—work together to support a business's goals and satisfy consumer needs. - Marketers must continuously monitor trends, gather data, and adjust strategies to stay relevant and competitive in an evolving marketplace.	<i>Students will consider...</i> - How would you identify and explain the marketing mix? - How will identifying target markets and determining marketing mix choices help develop a marketing strategy? - What are the basic elements of a marketing plan and how do they contribute to a company's success? - How would you develop a SWOT analysis for use in the marketing planning process? - How do a target market and a market segment play an important role in the market planning process?
Learning Targets		
<i>Students will...</i> - Define and explain the Four Ps of their original and unique product - Demonstrate understanding of marketing strategies by identifying a target market and setting marketing mix choices focusing on those markets - Correctly analyze and categorize the strength, weaknesses, opportunities, and threats (SWOT) facing the company		
Unit Duration:		
4 weeks		

Unit 3: Product Service Management

Desired Results

Standards	Enduring Understandings	Essential Questions
MBA Research PM: 001, 019, 020, 024	<i>Students will understand that...</i> - Product/service management involves a strategic process of planning, developing, and managing a product mix to optimize profitability and customer satisfaction over time. - Recognizing where a product falls in its life cycle helps marketers make informed decisions about promotion, pricing, distribution, and product updates to extend longevity and maximize return. - These tools help businesses ensure product quality, meet customer expectations, streamline purchasing decisions, and maintain industry credibility and legal compliance. - These promises reduce perceived risk, enhance satisfaction, and serve as marketing tools that influence buying behavior and reinforce brand loyalty.	<i>Students will consider...</i> - What factors are used by marketers to position products and services? - How would you describe the role of branding, packaging, and labeling in the marketing of a product? - How do marketing executives manage a product's lifecycle?
Learning Targets		
<i>Students will...</i> - Generate and present a new product design directed to appeal to a specific target market. - Identify the stages of a product's lifecycle. - Determine the factors used by marketers to position products and services.		
Unit Duration:		
3 Weeks		

Unit 4: Price

Desired Results

Standards	Enduring Understandings	Essential Questions
MBA Research PI: 001, 002	<i>Students will understand that...</i> - Pricing strategies must align with business objectives, customer value, and market conditions to drive success. - Effective pricing requires careful analysis to balance profitability with customer satisfaction and market positioning	<i>Students will consider...</i> - What is the function of pricing and what role does it play in marketing? - How do pricing objectives relate to customers' perceptions of value?
Learning Targets		
<i>Students will...</i> - Demonstrate knowledge of the function of pricing and the role it plays in marketing - Illustrate the consumer demographics, pricing, and determine how the company's pricing objectives relate to the consumers' perceptions of value		
Unit Duration:		
3 weeks		

Unit 5: Channel Management/Place

Desired Results

Standards	Enduring Understandings	Essential Questions
MBA Research CM: 001, 003	<i>Students will understand that...</i> - Managing distribution channels involves selecting, monitoring, and evaluating the best paths for delivering goods and services to the end user in a way that aligns with business goals. - Selecting the right mix of direct and indirect channels impacts customer experience, cost control, and overall market reach.	<i>Students will consider...</i> - How would you describe the nature and scope of channels of distribution, and what are the legal and ethical considerations? - What are the channels of distribution? - How would you describe the use of technology in the channel management function and inventory control?
Learning Targets		
<i>Students will...</i> - Identify the key goals of effective channel management. - Describe how businesses select and evaluate channel members. - Explain the importance of maintaining strong relationships with distribution partners.		
Unit Duration:		
2 Weeks		

Unit 6: Promotion <i>Desired Results</i>		
Standards	Enduring Understandings	Essential Questions
MBA Research PR: 001, 002, 003, 007	<i>Students will understand that...</i> - Promotion connects a brand with its target audience, supports business goals, and drives demand. - Businesses strategically choose between these approaches to achieve short- and long-term objectives. - An effective mix balances these elements to reach and persuade the intended audience.	<i>Students will consider...</i> - How would the role of promotion link to the marketing function? - What are the elements of the promotional mix and how do they play a vital role in a business's success? - How is visual merchandising used in retailing? - What type of media planning strategies should be utilized to enhance a return on marketing investment? - How do you develop and plan a successful promotional campaign?
Learning Targets		
<i>Students will...</i> - Identify how promotion links to the marketing function - Explain the elements of the promotional mix and their vital role in business - Demonstrate all aspects of the promotional mix		
Unit Duration:		
6 Weeks		

Unit 7: Sales <i>Desired Results</i>		
Standards	Enduring Understandings	Essential Questions
MBA Research - SE: 017 - CR: 003	<i>Students will understand that...</i> - Selling involves more than making a transaction—it's about identifying customer needs, providing solutions, and building long-term relationships. - Effective selling supports organizational goals by driving profits, increasing customer loyalty, and enhancing brand reputation. - Treating customers with respect, empathy, and professionalism is key to maintaining long-term business success. - Actively listening, addressing concerns, and providing clear, helpful information helps create meaningful interactions and builds customer confidence. - How a business handles customer interactions—before, during, and after a sale—can determine its reputation and future growth.	<i>Students will consider...</i> - What is the selling process and how can this be used to motivate buying behavior? - What is the impact of a sales cycle in the professional sales environment? - What techniques can be utilized to improve customer relationships and satisfaction? - What negotiation skills should be used to persuade a customer to purchase goods/services?
Learning Targets		
<i>Students will...</i> - Explain what the selling process is and how it can motivate buying behavior - Demonstrate what techniques can be utilized to improve customer relationships and satisfaction - Accurately identifies and understands the customer's needs through open-ended questions and active listening, demonstrating empathy and adapting their approach based on customer feedback		
Unit Duration:		
6 Weeks		

Unit 8: DECA <i>Desired Results</i>		
Standards	Enduring Understandings	Essential Questions
DECA Competitive Event Purposes 1-9	<i>Students will understand that...</i> • DECA prepares students for career success • Competitive events foster career exploration and decision-making • Participation builds personal and professional excellence • DECA provides recognition and relevance	<i>Students will consider...</i> • How is joining a professional organization, DECA, aiding in professional development? • How do you explain effective communications in a business environment? • How will you be able to interpret marketing information and use personal human relations skills in a DECA role-play event? • How will you use your marketing skills and knowledge in a presentation to a judge at a DECA competition?
Learning Targets		
<i>Students will...</i> • Demonstrate active listening skills, make oral presentations, follow directions and participate in group discussions • Interpret marketing information and use personal human relations skills in a DECA role-play event • Demonstrate marketing skills, including terminology and situations, through DECA core exams and competitive presentations		
Unit Duration:		
6 Weeks		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
3 Weeks	Careers	Virtual Job Shadowing, MBA Research Modules	- Students will be able to list and describe traits important to the success of employees - Students will research and be able to identify aspects of an occupation - Students will be able to develop a resume - Students will be able to successfully participate in a mock interview - Students will be able to write and send a professionally worded email with attachments - Students will be able to develop a professional cover letter	- List and describe traits important to the success of employees - Research and identify aspects of an occupation - Develop a resume - Participate in mock interviews - Write and send a professionally worded email with attachments - Create a professional cover letter
4 Weeks	Marketing Foundations	MBA Research Modules	- Students will define and explain the Four Ps of their original and unique product - Students will demonstrate understanding of marketing strategies by identifying a target market and setting marketing mix choices focusing on those markets - Students will correctly analyze and categorize the strength, weaknesses, opportunities, and threats (SWOT) facing the company	- Develop a presentation that defines and explains the Four Ps of their original and unique product - In a project, demonstrate understanding of marketing strategies by identifying a target market and setting marketing mix choices focusing on those markets - Using statements about a company, correctly analyze and determine which statements are strengths, weaknesses, opportunities, and threats (SWOT) facing the company
3 Weeks	Product Service Management	MBA Research Modules	- Students will generate and present a new product design directed to appeal to a specific target market. - Students will identify the stages of a product's lifecycle.	- Vocabulary assessment - Project developing new product design appealing to target market

Marketing 1

			Students will determine the factors used by marketers to position products and services.	
3 Weeks	Price	MBA Research Modules	- Students will be able to demonstrate knowledge of the function of pricing and the role it plays in marketing - Students will be able to illustrate the consumer demographics, pricing, and determine how the company's pricing objectives relate to the consumers' perceptions of value	- Complete pricing project according to the rubric that demonstrates knowledge of the function of pricing and the role it plays in marketing - Choose an existing company and research the consumer demographics, pricing, and determine how the company's pricing objectives relate to the consumers' perceptions of value
2 Weeks	Channel Management/Place	MBA Research Modules	- Students will identify the key goals of effective channel management. - Students will describe how businesses select and evaluate channel members. - Students will explain the importance of maintaining strong relationships with distribution partners.	- Channel Connection - Modes of Distribution Choice Board - Assessment of terminology
6 Weeks	Promotion	MBA Research Modules	- Students will be able to identify how promotion links to the marketing function - Students will be able to explain the elements of the promotional mix and their vital role in business - Students will demonstrate all aspects of the promotional mix - Students will develop and plan a successful promotional campaign	- Promotion project - Assessment of terminology
6 Weeks	Sales	MBA Research Modules	Students will explain what the selling process is and how it can motivate buying behavior	- Individual steps of the sale identification and activities - Sales Demonstration - Sales Script

Marketing 1

			• Students will demonstrate what techniques can be utilized to improve customer relationships and satisfaction • Students will accurately identify and understand the customer's needs through open-ended questions and active listening, demonstrating empathy and adapting their approach based on customer feedback	
6 Weeks	DECA/ Human Relations	MBA Research Modules	• Students will be able to demonstrate active listening skills, make oral presentations, follow directions and participate in group discussions • Students will be able to interpret marketing information and use personal human relations skills in a DECA role-play event • Students will demonstrate marketing skills, including terminology and situations, through DECA core exams and competitive presentations	• Demonstrate active listening skills, make oral presentations, follow directions, and participate in group discussions • Interpret marketing information and use personal human relations skills in a DECA role-play event • Broaden their knowledge of marketing terminology and situations through successfully completing DECA core exams

Proficiency Scales for Marketing 1 (Fundamentals of Marketing)

Grade Level/Course: Marketing 1 (Fundamentals of Marketing)	Standard: ● MBA Research Standards ○ PD:024 Domain: Careers
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	● Marketing Career Research ● PersonalBrand ● Career Roadmaps ● Resume Writing ● Emails with PDF attachments ● Terminology quiz
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. ● Demonstrates understanding of employment opportunities in marketing related to: ○ Traits of successful employees ○ Marketing occupational objective ○ Resume ○ Electronic media/communications	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Identifies terminology associated with careers including resume, soft skills, hard skills, and interviews.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Identify how to research a career using reliable sources	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Marketing 1

Grade Level/Course: Marketing 1 (Fundamentals of Marketing)	Standard: ● MBA Research Standards ○ MK 001, 002 Domain: Marketing Foundations
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	● SWOT Analysis ● Pepsi Product Lab: 7 Function Challenge ● Summative test with terminology and concepts ● Presentation of Four Ps
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. ● Define and explain the Four Ps of their original and unique product ● Demonstrate understanding of marketing strategies by identifying a target market and setting marketing mix choices focusing on those markets ● Correctly analyze and categorize the strength, weaknesses, opportunities, and threats (SWOT) facing a company	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Demonstrates understanding of the definitions of each of the 7 functions of Marketing and the 4 Ps of the Marketing mix	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Identify the 7 functions of Marketing (ex. Channel Management, Marketing Information Management, Sales, etc.) and the 4 Ps of the Marketing mix	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Marketing 1 (Fundamentals of Marketing)	Standard: • MBA Research Standards ◦ PM:001, 019, 020, 024 Domain: Product Service Management
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	• Vocabulary assessment • Project developing new product
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. • Generate and present a new product design with specific grades, standards, warranties, guarantees, and bundling that will consider the customer • Identify the stages of a product's lifecycle. • Determine the factors used by marketers to position products and services	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. • Identifies Product Service Management terminology such as product positioning, labeling, packaging, and product life cycle	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. • Identify Product Service Management is one of the 7 functions of Marketing and one of the 4 Ps of the Marketing mix	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Marketing 1 (Fundamentals of Marketing)	Standard: • MBA Research Standards ○ PI:001, 002 Domain: Pricing
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	• Pricing Module • Cupcake Challenge
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. • Demonstrate knowledge of the function of pricing and the role it plays in marketing • Illustrate the consumer demographics, pricing, and determine how the company's pricing objectives relate to the consumers' perceptions of value	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. • Identifies Pricing terminology such as price planning, price strategies, and pricing objectives	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. • Identify the Pricing aspect of the 7 Functions of Marketing and one of the 4Ps of the Marketing Mix	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Marketing 1 (Fundamentals of Marketing)	Standard: • MBA Research Standards ◦ CM:001, 003 Domain: Channel Management/Place
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	• Channel Connection • Modes of Distribution Choice Board • Assessment of terminology
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. • identify the key goals of effective channel management. • describe how businesses select and evaluate channel members. • explain the importance of maintaining strong relationships with distribution partners.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. • Identifies Channel Management/Place terminology such as channel members, producer, consumer, intermediaries, direct distribution, and indirect distribution • Define channel management and explain its purpose in the marketing process.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. • Identify the Channel Management/Place aspect of the 7 Marketing Functions and as one of the 4Ps of the Marketing Mix	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Marketing 1 (Fundamentals of Marketing)	Standard: • MBA Research Standards ○ PR:001, 002, 003, 007 Domain: Promotion
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	• Promotion project • Assessment of terminology
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. • Identify how promotion links to the marketing function • Explain the elements of the promotional mix and their vital role in business • Demonstrate all aspects of the promotional mix	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. • Student identifies the 4 elements of the promotional mix	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. • Identify the Promotions aspect of the 7 Marketing Functions and as one of the 4Ps of the Marketing Mix	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Marketing 1 (Fundamentals of Marketing)	Standard: ● MBA Research Standards ○ CR:003 ○ SE:017 Domain: Sales
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	● Individual steps of the sale identification and activities ● Sales Demonstration ● Sales Script
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. ● Explain what the selling process is and how it can motivate buying behavior ● Demonstrate the 7 steps of a sale and how it can be utilized to improve customer relationships and satisfaction ● Student accurately identifies and understands the customer's needs through open-ended questions and active listening, demonstrating empathy and adapting their approach based on customer feedback	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Students use closed-ended (yes/no) questions to determine customer needs. ● Identify the 7 steps of a sale.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Identify the Selling aspect of the 7 Functions	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Marketing 1 (Fundamentals of Marketing)	Standard: DECA Competitive Event Purposes 1-9 Domain: DECA
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- DECA Role Plays - DECA Cluster Exams
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Demonstrate active listening skills, make oral presentations, follow directions and participate in group discussions - Interpret marketing information and use personal human relations skills in a DECA role-play event - Demonstrate marketing skills, including terminology and situations, through DECA core exams and competitive presentations	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. Students will connect prior knowledge to addressing the performance indicators within the context of the role play scenario	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. Identify the performance indicators and 21st Century skills	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Marketing Internship

Course Overview

Grade level(s): 11-12	Credits earned: ½ per semester; 1 full credit per year Prerequisite: Must be dual enrolled in a Marketing course (Marketing 1, Merchandising Lab, Sports and Entertainment, or Social Media Marketing)
Course Description	
The Supervised Marketing Internship program is a workplace learning experience, which is an extension of the marketing education classroom. Supervised Marketing Internship training is designed for, and only for, students currently enrolled in an approved marketing course. The Supervised Marketing Internship program provides on-the-job work experience that gives students the opportunity to master academic and workplace skills. Students can make connections with real world expectations in terms of accuracy of work, production, staying on task, responsibility for work--all components which are emphasized in the marketing classroom setting. The work experience reinforces the importance of interpersonal skills, decision making, problem solving, critical thinking, and teamwork skills, which give students a forum to develop positive workplace experiences as they enter the workforce or prepare for continued education. The Supervised Marketing Internship program facilitates the transition from the classroom to the workplace. This program also gives students the opportunity to develop skills and attitudes not usually taught in other courses. Students will work a minimum of 10 hours per week on average for each credit hour (2 credit maximum) at an approved marketing job. DECA, "An Association of Marketing Students," is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences, and competition on a district, state, and national level. Per DESE guidelines, students are required to be a DECA member.	
Transfer Goals	
<i>Students will be able to use their learning to...</i> ● Interview and attain employment ● Maintain employment ● Work required hours ● Understand and document pay stubs ● Complete Individualized Management Plan ● Employer Evaluation	
Priority Missouri Learning Standards/National Standards	
DESE Marketing Internship booklet: SME Handbook / Missouri Department of Elementary and Secondary Education ● 1.5.1 Fulfilling obligations ● 1.5.2 Attendance and punctuality ● 2.5.1 Communicating	● 2.5.3 Observing carefully ● 3.1.2 Establishing productive relationships ● 3.2.1 Understanding customer needs ● 3.2.3 Acting professionally

Unit 1: Attains and Maintains Employment

Desired Results

Standards	Enduring Understandings	Essential Questions
DESE SME Handbook, 2022 1.5.1 Fulfilling obligations 1.5.2 Attendance and punctuality 2.5.1 Communicating 2.5.3 Observing carefully 3.1.2 Establishing productive relationships 3.2.1 Understanding customer needs 3.2.3 Acting professionally	<i>Students will understand that...</i> - Securing a job requires preparation, professionalism, and strong communication skills. - First impressions influence employment opportunities. - Job interviews provide opportunities to showcase qualifications and soft skills. - Maintaining a job requires consistent professionalism and accountability. - Following rules, communicating effectively, and showing initiative build trust at work. - Time management and attendance are critical to workplace success.	<i>Students will consider...</i> - What makes a candidate stand out in an interview? - How do communication and body language impact interview success? - What are employers really looking for during the hiring process? - How to maintain employment? - What skills can be developed to maintain employment? - What habits help employees succeed and grow in their jobs? - Why do punctuality and dependability matter to employers? - How can employees adapt to challenges while maintaining job performance?
Learning Targets		
<i>Students will...</i> - Prepare a professional résumé and job application. - Demonstrate interview skills including verbal communication, body language, and preparation. - Identify and apply to employment opportunities aligned with career goals. - Confirm employment with employer - Read, understand and sign copy of Code of Ethics Agreement, Marketing Internship Rules & Regulations Agreement, and Private Transportation Agreement - Submit copy of first paycheck		
Unit Duration:		
36 weeks		

Unit 2: Works Required Hours

Desired Results

Standards	Enduring Understandings	Essential Questions
DESE SME Handbook, 2022 1.5.1 Fulfilling obligations	<i>Students will understand that...</i> - They must work an average of 10 required hours per week per release hour, totaling 150 hours per release hour by the end of the semester - Time commitment and accountability are vital for maintaining program and workplace responsibilities. - Balancing multiple roles requires planning and communication. - Tracking and managing work hours is part of being a responsible employee.	<i>Students will consider...</i> - How can I manage my time to succeed in both school and work? - Why is consistent attendance important for earning credit and employer trust? - What systems help employees stay accountable for their schedules?
Learning Targets		
<i>Students will...</i> - Meet the hourly work expectations of the internship program. - Balance school, work, and other commitments responsibly. - Communicate with supervisors and teachers about schedules.		
Unit Duration:		
36 Weeks		

Unit 3: Documents and Understands Paystubs

Desired Results

Standards	Enduring Understandings	Essential Questions
DESE SME Handbook, 2022 2.5.1 Communicating 2.5.3 Observing carefully	<i>Students will understand that...</i> - Understanding payroll and deductions is essential for financial independence. - Paystubs provide important information about earnings, taxes, and benefits. - Employees are responsible for tracking and reviewing their pay records.	<i>Students will consider...</i> - What does my paystub tell me about my earnings and deductions? - Why is it important to review and understand payroll information? - How can I use pay stub information to plan my personal finances?
Learning Targets		
<i>Students will...</i> - Read and interpret a pay stub, including gross pay, deductions, and net earnings. - Identify common payroll terms and deductions. - Track and record hours and earnings accurately.		
Unit Duration:		
36 weeks		

Unit 4: IMP- Individual Management Plan

Desired Results

Standards	Enduring Understandings	Essential Questions
DESE SME Handbook, 2022 1.5.1 Fulfilling obligations 1.5.2 Attendance and punctuality 2.5.1 Communicating 2.5.3 Observing carefully 3.1.2 Establishing productive relationships 3.2.1 Understanding customer needs 3.2.3 Acting professionally	<i>Students will understand that...</i> - They must accurately complete the monthly IMP with a supervisor/manager. - The IMP connects real-world experience with classroom learning. - Goal-setting and reflection are key to personal and professional growth. - Documenting work experience helps students see their development over time.	<i>Students will consider...</i> - How does my job support my career and learning goals? - What skills am I building through this experience? - Why is it important to reflect on and document my workplace learning?
Learning Targets		
<i>Students will...</i> - Be familiar with the personnel and business policies of job site - Understand the characteristics of an effective employee - Understand the steps to take to reach management by interviewing managers at their job site - Identify the social and ethical responsibilities required by employer - Understand the importance of rules and regulations in a business - Reflect on how work experiences align with career goals. - Track and document learning progress over time.		
Unit Duration:		
36 Weeks		

Unit 5: Employer Evaluation

Desired Results

Standards	Enduring Understandings	Essential Questions
DESE SME Handbook, 2022 1.5.1 Fulfilling obligations 1.5.2 Attendance and punctuality 2.5.1 Communicating 2.5.3 Observing carefully 3.1.2 Establishing productive relationships 3.2.1 Understanding customer needs 3.2.3 Acting professionally	<i>Students will understand that...</i> - Professional growth requires openness to feedback and a willingness to improve. - Evaluations help identify progress and guide future development. - Constructive feedback is a valuable tool for learning.	<i>Students will consider...</i> - What can I learn from my performance evaluations? - How can feedback help me grow professionally? - How do I set goals based on what I've learned about myself?
Learning Targets		
<i>Students will...</i> - Receive and respond to feedback from supervisors. - Reflect on performance and set goals for improvement. - Identify strengths and areas for growth based on evaluations.		
Unit Duration:		
4 weeks		

Learning Plan				
Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
36 Weeks	Attain and Maintain Employment	DESE SME Handbook	- Students will prepare a professional résumé and job application. - Students will demonstrate interview skills including verbal communication, body language, and preparation. - Students will identify and apply to employment opportunities aligned with career goals. - Student will confirm employment with employer - Student will read, understand and sign copy of Code of Ethics Agreement, Marketing Internship Rules & Regulations Agreement, and Private Transportation Agreement - Student will submit copies of every paystub over the course of the semester/year - Students will complete weekly spreadsheets detailing hours worked and payroll data	- Confirmation of employment with employer - Signed copy of Code of Ethics Agreement, Marketing Internship Rules & Regulations Agreement, and Private Transportation Agreement - Submission of all paystubs - Verification of pay stubs - Completion of weekly spreadsheet
36 Weeks	Works Required Hours	DESE SME Handbook	- Students will meet the hourly work expectations of the internship program. - Students will balance school, work, and other commitments responsibly. - Students will communicate with supervisors and teachers about schedules.	- Turns in copies of pay stubs and documents in spreadsheets - Verification of passing grade in coenrolled
36 Weeks	Documents and Understand Pay Stubs	DESE SME Handbook	- Students will complete spreadsheet on a weekly basis to track hours - Students will document all information from paystub each pay period, including hourly rate, number of hours	- Weekly spreadsheet to track work hours. - Document all information from each pay period (i.e. hourly rate, number of hours worked, gross

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			worked, gross pay, federal taxes, FICA, Medicare, MO taxes, and net pay Students will demonstrate understanding of all information on the pay stub.	pay, federal taxes, MO taxes, FICA, Medicare, net pay)
36 Weeks	IMP- Individual Management Plan	DESE SME Handbook	- Students will be familiar with the personnel and business policies of job site - Students will understand the characteristics of an effective employee - Students will understand the steps to take to reach management by interviewing managers at their job site - Students will identify the social and ethical responsibilities required by employer - Students will understand the importance of rules and regulations in a business	Completes required components of monthly Individual Management Plan, on time
4 Weeks	Employer Evaluation		Students will be evaluated by Employer once per quarter, and student will strive for being rated above average on more than half of categories	Program coordinator will provide an evaluation that Employer will complete on the employee once per quarter, and employee is rated above average on more than half of categories

Proficiency Scales for Marketing Internship

Grade Level/Course: 11-12 Marketing Internship	Standard: ■ DESE SME ■ 1.5.1 Fulfilling obligations, 1.5.2 Attendance and punctuality, 2.5.1 Communicating, 2.5.3 Observing carefully, 3.1.2 Establishing productive relationships, 3.2.1 Understanding customer needs, 3.2.3 Acting professionally Domain: Interviews and Attains Employment
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Confirmation of employment with employer - Signed copy of Marketing Education Rules and Regulations Agreement, Code of Ethics Agreement, and Private Transportation Agreement - Verification of first paycheck
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. Student applies, interviews, and secures employment by the start of the semester. Demonstrates solid preparation with a professional résumé and confident interview performance.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. Student applies, interviews, and secures employment within one week after the start of the semester. Résumé and interview skills show developing effort and understanding.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. Student applies, interviews, and secures employment within two weeks after the start of the semester. Application and interview skills need improvement and guidance.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Marketing Internship	Standard: ■ DESE SME ■ 1.5.1 Fulfilling obligations, 1.5.2 Attendance and punctuality, 2.5.1 Communicating, 2.5.3 Observing carefully, 3.1.2 Establishing productive relationships, 3.2.1 Understanding customer needs, 3.2.3 Acting professionally Domain: Maintains Employment
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	● Verification of pay stubs ● Completion of weekly spreadsheet
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. ● Student fulfills workplace obligations, follows all policies and procedures, and maintains consistent attendance and punctuality.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Student generally meets workplace obligations but may occasionally need reminders to follow procedures or improve attendance and punctuality.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Student inconsistently meets obligations and needs regular support to follow policies, manage time, and meet attendance requirements.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

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Grade Level/Course: Marketing Internship	Standard: ■ DESE SME ■ 1.5.1 Fulfilling obligations, 1.5.2 Attendance and punctuality, 2.5.1 Communicating, 2.5.3 Observing carefully, 3.1.2 Establishing productive relationships, 3.2.1 Understanding customer needs, 3.2.3 Acting professionally Domain: Works Required Hours
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	● Verification of pay stubs ● Completion of weekly Excel spreadsheet
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. ● Student meets hourly work expectations, balances school and work commitments appropriately, and communicates schedule updates as needed. ● Students will work 10 required hours per week per credit hour enrolled, totaling 150/300 hours by the end of the semester	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Student meets most hourly expectations but occasionally struggles with balancing commitments or maintaining consistent communication. ● Fails to document monthly worked hours ● Missing scheduled hours	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Student has difficulty meeting required hours, managing commitments, and/or communicating effectively with supervisors or teachers.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Marketing Internship	Standard: ■ DESE SME ■ 1.5.1 Fulfilling obligations, 1.5.2 Attendance and punctuality, 2.5.1 Communicating, 2.5.3 Observing carefully, 3.1.2 Establishing productive relationships, 3.2.1 Understanding customer needs, 3.2.3 Acting professionally Domain: Documents and understands pay stubs
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	● on a weekly basis, complete spreadsheet to track hours ● document all information from paystub each pay period, including hourly rate, number of hours worked, gross pay, federal taxes, FICA, Medicare, MO taxes, and net pay
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. ● Student correctly reads a paystub, identifies key payroll terms and deductions, and accurately records hours and earnings.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Student understands basic paystub elements and most payroll terms but may need occasional support in interpreting deductions or tracking hours.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Student demonstrates limited understanding of paystub elements and struggles to accurately identify payroll terms or maintain records of hours and earnings.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Marketing Internship	Standard: ■ DESE SME ■ 1.5.1 Fulfilling obligations, 1.5.2 Attendance and punctuality, 2.5.1 Communicating, 2.5.3 Observing carefully, 3.1.2 Establishing productive relationships, 3.2.1 Understanding customer needs, 3.2.3 Acting professionally Domain: IMP (Individual Management Plan)
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	● Understands the personnel and business policies of job site ● Understands the characteristics of an effective employee ● Understands the steps to take to reach management by interviewing managers at their job site ● Identifies the social and ethical responsibilities required by employer ● Understands the importance of rules and regulations in a business
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. ● Student completes an IMP that connects job tasks to learning objectives, reflects on career alignment, and tracks progress over time.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Student shows effort in completing an IMP and reflection but may need support making strong connections or consistently documenting progress.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Student demonstrates minimal understanding of the IMP process, limited reflection on career goals, and lacks consistency in documenting learning.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

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Grade Level/Course: Marketing Internship	Standard: ■ DESE SME ■ 1.5.1 Fulfilling obligations, 1.5.2 Attendance and punctuality, 2.5.1 Communicating, 2.5.3 Observing carefully, 3.1.2 Establishing productive relationships, 3.2.1 Understanding customer needs, 3.2.3 Acting professionally Domain: Employer Evaluation
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	Program coordinator will provide an evaluation that Employer will complete on the employee once per quarter and employee is rated above average on more than half of categories
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. Student appropriately receives and responds to feedback, reflects on performance, and sets clear goals for improvement based on evaluations.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. Student accepts feedback and shows some reflection and effort toward improvement, but may need guidance in setting or following through with goals.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. Student struggles to accept feedback constructively or reflect meaningfully on performance and requires support in identifying areas for growth or setting goals.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Merchandising (Merch) Lab Course Overview	
Grade level(s): 11-12	Credits earned: ½-1 credit Prerequisite: Marketing 1 or approval of teacher/counselor
Course Description	
Retail Merchandising Lab gives the students an opportunity to handle cash/credit operations, set-up displays, prepare advertisements, use the computer to keep accurate accounting records, select, design, and order merchandise to sell in the school store, as well as work with the public on a daily basis. Students must be honest, dependable, hardworking and creative. DECA, "An Association of Marketing Students," is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences, and competition on a district, state, and national level.	
Transfer Goals	
<i>Students will be able to independently use their learning to...</i> • Apply professional and ethical workplace behaviors • Independently manage sales transactions, inventory, and financial records using point-of-sale systems and basic accounting principles. • Design and implement effective merchandising and promotional strategies to attract and engage consumers. • Collaborate and communicate effectively with customers, coworkers, and supervisors in a professional retail setting. • Leverage leadership and marketing experiences to pursue post-secondary opportunities and professional growth.	
Priority Missouri Learning Standards/National Standards	
MBA Research Standards for Retailing (MO uses MBA Research Standards for all Marketing Courses) • Customer Relations (CR) ○ CR: 003 Explain the nature of positive customer relations ○ CR: 004 Demonstrate a customer service mindset ○ CR: 010 Handle customer/client complaints • Operations (OP) ○ OP:194 Prepare cash drawers/banks ○ OP:195 Open/Close register/terminal ○ OP:385 Explain stock-handling techniques used in receiving deliveries ○ OP:386 Process incoming merchandise ○ OP:395 Rotate stock ○ OP: 402 Store inventory ○	○ OP: 407 Maintain inventory levels ○ OP: 409 Complete inventory counts • Product/Service Management (PM) ○ PM:254 Plan merchandise assortment (e.g., styling, sizes, quantities, colors) • Promotion (PR) ○ PR:052 Maintain displays • Selling (SE) ○ SE:111 Determine customer/client needs ○ SE:114 Recommend specific product ○ SE:329 Process sales transactions (e.g. cash, credit, check)

Unit 1: Retailing Basics and Inventory Management

Desired Results

Standards	Enduring Understandings	Essential Questions
MBA Research Standards for Retailing OP: 385, 386, 395, 402, 407, 409	<i>Students will understand . . .</i> - How to create an inviting and profitable store - The importance of inventory management - Accurate inventory management is essential to maintaining product availability and profitability. - Retail operations depend on efficient stock handling, organization, and planning.	<i>Students will consider . . .</i> - How do you track merchandise? - How do you check weekly stock and inventory? - How do you prevent shrinkage in the store? - Why is inventory management important in retail success? - How do retailers ensure products are received, stored, and rotated effectively? - What role does inventory data play in decision-making?
Learning Targets		
<i>Students will . . .</i> - Track merchandise - Check weekly stock and inventory - Identify how to prevent shrinkage in the store - Keep accurate and up to date accounting records for school store		
Unit Duration:		
Ongoing throughout the year		

Unit 2: Cashier Operations

Desired Results

Standards	Enduring Understandings	Essential Questions
MBA Research Standards for Retailing - OP: 194, 195, - SE: 329	<i>Students will understand that...</i> - Proper operating procedures contribute to the profitability of the store - Accuracy in processing transactions impacts profitability - Cash handling procedures help ensure accuracy, prevent loss, and build customer trust. - Opening and closing procedures are critical for retail accountability and efficiency.	<i>Students will consider...</i> - How do you prepare the store so you are ready for customers during each lunch shift? - How do you set up the cash drawer at the beginning and the ending of the day? - What are the steps students should make to minimize errors in daily procedures? - What are possible activities/situations which might cause shortages and how do you report any incidents to management and faculty? - How do you use POS Systems and card processing systems to accurately complete customer transactions? - How do businesses ensure the security and accuracy of their cash operations? - Why are opening and closing procedures important for retail accountability?
Learning Targets		
<i>Students will...</i> - Prepare the store prior to opening each day - Set up the cash drawer at the beginning and accurately count drawer at the end of the day - Demonstrate procedures with taking steps to minimize errors		
Unit Duration:		
Ongoing throughout the year		

Unit 3: Merchandising and Display

Desired Results

Standards	Enduring Understandings	Essential Questions
MBA Research Standards for Retailing - PM: 254 - PR: 052	<i>Students will...</i> - Understand the importance of merchandising to a retail operation - Maintain and update displays to enhance store's image - Visual merchandising influences customer buying behavior and promotes brand identity. - Effective merchandising requires planning, creativity, and understanding of customer preferences.	<i>Students will consider...</i> - How do store displays impact a retailer's brand and customer experience? - What strategies can be used to maintain and update displays to attract customers and drive sales? - How do displays and visual merchandising affect consumer decisions? - What factors should be considered when planning a merchandise assortment or display?
Learning Targets		
<i>Students will...</i> - Effectively select and organize merchandise based on size, color, and customer preferences. - Maintain well-stocked and organized displays that reflect the brand and attract customers. - Understand how styling, seasonality, and trends impact merchandising decisions. - Monitor inventory and restock displays as needed, ensuring product availability.		
Unit Duration:		
Ongoing throughout the year		

Unit 4: Customer Relations, Promotion, and Sales

Desired Results

Standards	Enduring Understandings	Essential Questions
MBA Research Standards for Retailing - CR: 003, 004, 010 - SE: 111, 114	<i>Students will understand...</i> - How to foster positive relationships with customers to enhance company image - How to resolve conflicts with/for customers to encourage repeat business - The sales process and techniques to enhance customer relations and repeat business - Positive customer experiences build loyalty and brand reputation. - Handling complaints effectively can turn dissatisfied customers into loyal ones. - Promotion strategies connect products to target audiences and increase sales. - Advertising and in-store promotions are essential tools in driving customer engagement. - Understanding customer needs is essential to making effective sales. - Product knowledge and communication skills influence a customer's buying decision.	<i>Students will consider...</i> - What are the fundamentals of customer service? - How do you greet a customer? - How do you plan and create a promotional event for the school store? - What does it mean to have a customer service mindset? - How can resolving complaints strengthen customer relationships? - What makes a promotion successful? - How do businesses decide which promotional strategies to use? - How can employees identify and meet customer needs? - What makes a sales experience feel positive and personal for the customer?

Learning Targets

Students will...

- Identify the fundamentals of customer service
- Provide friendly and proactive customer service, ensuring positive experiences.
- Develop and execute a promotion for the school store
- Accurately complete customer transactions using the POS System and credit card system

Unit Duration:

Ongoing throughout the year

<i>Learning Plan</i>				
Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
36 Weeks	Retailing Basics and Inventory Management	MBA Research OP:385, OP:386, OP:395, OP:407, OP:409	- Students will be able to track merchandise - Students will be able to check weekly stock and inventory - Students will identify how to prevent shrinkage in the store - Students will keep accurate and up to date accounting records for school store	- Independently inspect a shipment for accuracy, compare it to the invoice, and document any discrepancies. - Explain how proper stock rotation reduces waste and improves efficiency. - Monitor inventory levels over a set period and make restocking recommendations based on sales trends. - Identify patterns in stock discrepancies and suggest solutions for improvement.
36 Weeks	Cashier Operations	MBA Research OP:194, OP:195, SE:329	- Students will be able to prepare the store prior to each opening each day - Students will be able to set up the cash drawer at the beginning and accurately count drawer at the end of the day - Students demonstrate procedures with taking steps to minimize errors	- Accurately prepares a cash drawer, following all procedures with minimal errors. - Follows correct opening/closing procedures - Maintains excellent customer service while managing transactions efficiently.
36 Weeks	Merchandising and Display	MBA Research Modules: PM: 254, PR: 052	- Students will be able to demonstrate how to utilize financial records- sales reports, purchase reports, and cash reports to create income statements and balance sheets - Students will be able to analyze reports and determine profitable and non-profitable merchandise	- Plans a basic merchandise assortment by choosing the right styles, sizes, and color variety for a target market. - Adjusts merchandise selection based on feedback or inventory needs.
36 Weeks	Customer Relations, Promotion, and Sales	MBA Research Modules: CR:003, CR:004, CR:010, SE:111, SE:114	- Be able to identify the fundamentals of customer service - Provide friendly and proactive customer service, ensuring positive experiences.	- Explains the basics of CRM and how businesses use it to build relationships. - Demonstrates a customer-focused attitude in simulated interactions. - Successfully handles a simulated customer complaint, offering appropriate solutions.

Merchandising Lab

			• Develop and execute a promotion for the school store • Accurately complete customer transactions using the POS System and credit card system	• Knows when to escalate an issue while maintaining professionalism. • Identifies a customer's needs through basic questioning and suggests a suitable product. • Can explain product features and benefits to a customer confidently.
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Proficiency Scales for Merchandising Lab

Grade Level/Course: 11-12 Merchandising Lab	Standard: ● MBA Research Standards ○ OP: 385, 386, 395, 402, 407, 409 Domain: Retailing Basics and Inventory Management
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	● Independently inspect a shipment for accuracy, compare it to the invoice, and document any discrepancies. ● Explain how proper stock rotation reduces waste and improves efficiency. ● Monitor inventory levels over a set period and make restocking recommendations based on sales trends. ● Identify patterns in stock discrepancies and suggest solutions for improvement.
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. ● Consistently applies best practices in stock-handling, inventory management, and merchandising. ● Receives, processes, rotates, stores, and maintains inventory independently and accurately. ● Tracks inventory levels effectively and identifies minor discrepancies with confidence. ● Organizes merchandise and maintains stock levels to support smooth operations. ● Completes inventory counts accurately and follows up as needed.	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. ● Demonstrates growing confidence in stock-handling and inventory management tasks. ● Receives, processes, and stores inventory with increasing accuracy ● Understands stock rotation techniques and applies them ● Works to improve accuracy in inventory counts and maintaining stock levels. ● Takes initiative to learn and develop greater independence in managing inventory tasks.	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. ● Shows enthusiasm and willingness to learn stock-handling and inventory management skills. ● Beginning to understand proper techniques for receiving, processing, storing, and rotating stock. ● Engages in hands-on learning experiences to build confidence and accuracy. ● Seeks support and feedback to grow skills in inventory tracking and organization. ● Takes steps toward increasing independence in completing tasks.	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Merchandising Lab	Standard: • MBA Research Standards ○ OP: 194, 195, 329 Domain: Cashier Operations
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	• Accurately prepares a cash drawer, following all procedures with minimal errors. • Follows correct opening/closing procedures • Maintains excellent customer service while managing transactions efficiently.
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. • Prepares cash drawers correctly, double-checking for accuracy and ensuring all starting amounts are correct. • Opens and closes the register/terminal independently, following standard procedures. • Processes sales transactions with minimal errors and follows proper steps for handling different payment types. • Handles customer inquiries and resolves minor transaction issues effectively. • Maintains a positive and professional approach during transactions.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. • Understands the basics of preparing a cash drawer but needs reminders to verify amounts and security steps. • Opens and closes the register.. • Processes most sales transactions correctly but may require guidance for refunds, discounts, or handling cash. • Works to improve speed and confidence in handling different forms of payment. • Shows a willingness to learn and improve efficiency in transactions.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. • Beginning to learn cash handling and register procedures • Needs support to accurately prepare and verify cash drawer amounts. • Opening/closing the register is a learning process, • Still building confidence in processing transactions, pricing adjustments, returns, or cash handling. • Demonstrates enthusiasm and a positive attitude while developing skills.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Merchandising Lab	Standard: • MBA Research Standards ○ PM: 254 ○ PR: 052 Domain: Merchandising and Display
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	• Plans a basic merchandise assortment by choosing the right styles, sizes, and color variety for a target market. • Adjusts merchandise selection based on feedback or inventory needs.
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. • Effectively selects and organizes merchandise based on size, color, and customer preferences. • Maintains well-stocked and organized displays that reflect the brand and attract customers. • Understands how styling, seasonality, and trends impact merchandising decisions. • Monitors inventory and restocks displays as needed, ensuring product availability.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. • Selects merchandise with some awareness of styling, sizes, and color coordination but may need guidance to optimize selections. • Helps arrange and maintain displays but may need reminders to align with brand presentation and sales goals. • Recognizes the importance of keeping inventory levels balanced but may overlook stock shortages or overages.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. • Beginning to explore how merchandise assortments are planned and displayed. • Participates in setting up displays • Shows enthusiasm for learning how merchandising impacts sales and customer experience.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Merchandising Lab

Grade Level/Course: Merchandising Lab	Standard: ● MBA Research Standards ○ CR: 003, 004, 010 ○ SE: 111, 114 Domain: Customer Relations, Promotion, and Sales
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	● Explains the basics of CRM and how businesses use it to build relationships. ● Demonstrates a customer-focused attitude in simulated interactions. ● Successfully handles a simulated customer complaint, offering appropriate solutions. ● Knows when to escalate an issue while maintaining professionalism. ● Identifies a customer's needs through basic questioning and suggests a suitable product. ● Can explain product features and benefits to a customer confidently.
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. ● Understands CRM principles and applies them effectively in customer interactions. ● Provides friendly and proactive customer service, ensuring positive experiences. ● Resolves customer complaints with minimal assistance, following company policies. ● Uses basic questioning techniques to assess customer needs and recommend suitable products. ● Engages in persuasive product recommendations, successfully addressing customer concerns. ● Greets customers, answers questions, and follows up to ensure a positive shopping experience, demonstrating an understanding of the value of strong customer relationships	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Understands that building customer relationships is important and follows examples or guidance when interacting with customers. ● Offers friendly assistance to customers but may need help managing challenging situations or complaints. ● Makes an effort to resolve customer issues. ● Notices some customer needs. ● Recommends products to customers ● Displays a positive attitude and a willingness to learn more about providing good customer service and building relationships.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Beginning to explore customer relationship management and its role in business. ● Needs reminders to consider customer relationships when helping others. ● Provides basic assistance ● Suggests products with little connection to customer interests or may not offer suggestions at all. ● Participates in customer service activities when directed	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Personal Finance

Course Overview

Grade level(s): 9-12
Credits earned: .5 (MO required course)

Course Description

Understanding financial management concepts is an important life skill. Students will explore how individual choices directly influence occupational goals and future earnings potential. A thorough understanding of financial concepts, with practical application through activities and projects, will enable students to leave this course making informed personal financial decisions leading to financial independence. Students will design personal and household budgets utilizing checking and saving accounts, gain knowledge in debt and credit management, and evaluate and understand insurance and taxes. This step towards financial literacy is the first step in creating a financially secure future.

Transfer Goals

Students will be able to independently use their learning to understand...

- Apply goal-setting and decision-making skills to create, evaluate, and adjust personal financial plans that align with individual values and life goals
- Assess various income sources, including wages, salaries, and investments, to effectively plan for current and future financial needs.
- Navigate and select appropriate banking services to manage personal finances efficiently and securely.
- Evaluate credit options and manage credit responsibly to maintain financial health and achieve personal financial goals.
- Identify potential financial risks and apply appropriate risk management strategies, including insurance, to protect personal assets.
- Understand tax obligations and legal considerations to comply with regulations and optimize financial decisions.
- Apply critical thinking to make informed consumer decisions, recognizing the influence of advertising and marketing strategies.
- Leverage financial technology tools to manage personal finances effectively and stay informed about financial matters.

Priority Missouri Learning Standards/National Standards

MO Personal Finance, 2017

- I. Financial Decision Making
 - 1A, B; 2A, B, C
- II. Earning Income
 - 1A, B; 2A, B; 3A, B, C
- III. Buying Goods and Services
 - 1A, B, C, E; 2A, B, C, D, E; 3A, B; 4A, B, C, D
- IV. Saving
 - 1A, B, C, D; 2A, B, C; 3A, B

- V. Using Credit
 - 1A, B, D; 2A, B, C, D; 3A, B, C, D, E, F, G, H
- VI. Protecting and Insuring
 - 1A, B, C, D, E; 2A, B, C
- VII. Financial Investing
 - 1A, B, C; 2A, B, C, D, E

Unit 1 : Financial Decision Making <i>Desired Results</i>		
Standards	Enduring Understandings	Essential Questions
MO Personal Finance , 2017 - I.1 A, B - I.2 A, B, C	<i>Students will understand that...</i> - Financial decisions have significant consequences on personal well-being. - Understanding that every financial choice affects one's quality of life, both presently and in the future, is crucial. - Informed financial decision-making requires evaluating costs and benefits. - Making sound financial decisions involves assessing the advantages and disadvantages of various options, considering both short-term and long-term implications. - Economic conditions and external factors affect financial decision-making.	<i>Students will consider...</i> - Why is financial decision-making important for achieving personal and financial goals? - How do opportunity costs and trade-offs impact financial choices? - What strategies can individuals use to make sound financial decisions? - How do personal values, goals, and priorities influence financial decisions? - What external factors (e.g., inflation, interest rates, economic trends) affect financial decision-making? - How can financial planning help individuals achieve financial security and stability?
Learning Targets		
<i>By the end of this unit, students will be able to:</i> - Evaluate the role of choice in decision-making - Create a visual representation of a cognitive bias and explain how it affects decision making. - Apply a rational decision-making process to satisfy wants - Explain the importance of financial decision-making. - Analyze the opportunity costs and trade-offs associated with financial decisions.		
Unit Duration:		
2 weeks		

Unit 2 : Career Exploration and Income

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Personal Finance , 2017 - II.1 A, B - II.2 A, B	<i>Students will understand that...</i> - Career choices significantly impact long-term financial stability and quality of life. - Income, benefits, job security, and personal satisfaction are all influenced by career decisions. - Education, skills, and experience affect earning potential. - Higher education, vocational training, and skill development contribute to increased income opportunities and career advancement. - Understanding gross vs. net income, tax obligations, and employer-provided benefits helps individuals make informed financial decisions. - The job market and economy influence career opportunities and income potential.	<i>Students will consider...</i> - How do career choices influence income potential and long-term financial stability? - What is the relationship between education, skills, and income, and how does it shape career opportunities? - How do taxes and deductions affect your take-home pay and financial decisions? - Why is it important to understand both the monetary and non-monetary benefits of a career (e.g., health insurance, retirement plans)? - How can knowledge of the job market and economic trends help individuals make informed career decisions? - What factors should be considered when developing a career plan that aligns with personal goals and financial needs? How do changes in the economy, such as inflation or unemployment, affect individual career choices and income levels?
Learning Targets		
<i>Students will...</i> - Evaluate how a career choice can impact their quality of life. - Demonstrate hard vs soft skills required for career choice. - Research and categorize various careers, including traditional employment, self-employment, and alternative income streams. - Assess the job market and economic trends to make informed career decisions.		
Unit Duration:		
2 weeks		

Unit 3 : Taxes
Desired Results

Standards	Enduring Understandings	Essential Questions
MO Personal Finance , 2017 II.3 A, B, C	<i>Students will understand that...</i> - Taxes are a fundamental component of personal financial responsibility and civic duty. - Understanding and complying with tax obligations is essential for responsible citizenship and effective personal financial management. - Various types of taxes impact personal income and purchasing power.	<i>Students will consider...</i> - How does understanding the tax system help individuals make informed financial decisions throughout their lives? - Why do individuals and businesses pay taxes, and how do taxes benefit society? - What are the different types of taxes, and how do they impact personal financial decisions? - What is the difference between gross income, net income, and taxable income? - How do tax deductions, credits, and exemptions affect the amount of taxes owed?
Learning Targets		
<i>Students will...</i> - Explain the purpose of standard deductions such as income taxes, social security (FICA), Medicare, deductions for health care and retirement savings plans. - Interpret pay stubs, W-2 forms, and other financial documents to determine deductions and take-home pay. - Explain the purpose of taxes and their role in funding government services.		
Unit Duration:		
2 weeks		

Unit 4 : Budgeting

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Personal Finance , 2017 III.1 A, B, C, E	<i>Students will understand that...</i> - A budget is a financial plan that helps individuals manage income, expenses, and savings to achieve financial goals. - Successful money management requires balancing income, fixed expenses, variable expenses, and savings. - Budgeting helps individuals make informed financial decisions and avoid financial stress. - Tracking income and expenses ensures responsible financial planning and prevents debt accumulation. - Short-term and long-term financial goals influence how individuals allocate their income. - Establishing an emergency fund and adjusting budgets for unexpected costs are essential for financial security.	<i>Students will consider...</i> - Why is budgeting important for financial success? - How do income, expenses, and savings work together to create a balanced budget? - What are the differences between fixed, variable, and discretionary expenses, and how do they impact budgeting decisions? - How can individuals adjust their budget to accommodate unexpected financial situations? How can technology and financial tools assist in tracking and managing a budget? - How does budgeting contribute to financial independence and long-term wealth-building?
Learning Targets		
<i>Students will...</i> - Define the purpose and benefits of budgeting. - Explain how a budget helps individuals manage money, reduce financial stress, and achieve financial goals. - Create a personal budget based on income and expenses. - Analyze and adjust a budget to reflect changes in income or expenses. - Explain the importance of savings and emergency funds in a budget. - Recognize common budgeting mistakes and identify strategies to avoid them. - Explain how budgeting contributes to financial independence and long-term financial security. - Create a salary based budget on a potential career path that prioritizes expenses and payment due dates. - Analyze spending habits to recognize spending and saving trends.		
Unit Duration:		
2 weeks		

Unit 5: Banking and Saving

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Personal Finance , 2017 • III.4 A, B, C, D; • IV.1 C, D • IV.2 A, B • IV.3 A, B	<i>Students will understand that...</i> • Banking services are essential tools for managing money, ensuring safety, and providing access to credit. • Understanding how banks work helps individuals choose the right financial institution and services for their needs. • Different types of bank accounts and savings products serve distinct financial needs. • Understanding how interest accrues on savings and loans allows individuals to maximize returns and minimize borrowing costs. • Technology plays a significant role in modern banking, offering convenient and secure access to financial services. • Building a savings habit and using banking services effectively lead to long-term financial stability.	<i>Students will consider...</i> • Why is it important to use financial institutions to manage and safeguard money? • How do different types of bank accounts support various financial needs and goals? • What factors should individuals consider when choosing a bank or credit union? • How does interest work, and how does it affect both saving and borrowing? • What role do financial institutions play in helping individuals reach their financial goals? • How can comparing account features and fees help individuals make informed banking choices?
Learning Targets		
<i>Students will...</i> • Calculate an account balance by recording deposits, withdrawals, debit transactions. • Explain the importance of FDIC, NCUA and other security regulations to protect one's wealth in financial institutions. • Use the Rule of 72 to calculate how long it takes money to double • Identify banking vocabulary such as FDIC, NCUA, security regulations, etc. • Differentiate between various financial institutions (banks, savings and loans, credit unions, virtual banks, etc.) • Explain the importance of a rainy day fund for unexpected expenses. • Compare the liquidity, interest payment or penalty of various savings instruments. • Analyze the costs and benefits of using or not using financial institutions and virtual exchanges		
Unit Duration:		
2 weeks		

Unit 6 : Types of Credit

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Personal Finance , 2017 V.1 A, B, D	<i>Students will understand that...</i> - Credit is a financial tool that allows individuals to borrow money to meet short- and long-term needs. - Credit cards, auto loans, student loans, mortgages, and lines of credit each have unique benefits and responsibilities. - Managing credit wisely is essential for maintaining financial health and long-term stability. - Understanding APR, minimum payments, and repayment terms helps borrowers avoid unnecessary costs. - Understand how their financial behaviors influence credit eligibility and loan conditions.	<i>Students will consider...</i> - What is credit, and why do people use it? - How do different types of credit serve different financial needs? - What are the benefits and risks of using credit? - How does interest work, and why is it important when using credit? - What factors influence a person's ability to get credit and the terms they receive? - How does responsible credit use impact long-term financial well-being?
Learning Targets		
<i>Students will...</i> - Analyze various terms and conditions of credit cards and consumer loans. - Identify and compare various types of credit. - Define credit and explain its role in personal financial management. - Evaluate the advantages and disadvantages of using different types of credit. - Analyze how personal financial behavior affects creditworthiness. - Evaluate the impact of responsible and irresponsible credit use.		
Unit Duration:		
2 Weeks		

Unit 7: Managing and Protecting Credit

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Personal Finance , 2017 • V.2 A, B, C, D; • V.3 A, B, C, D, E, F, G, H • VI.2 A, B, C	<i>Students will understand that...</i> • Maintaining financial health and access to future financial opportunities. • Credit scores and credit reports reflect financial behavior and are used to assess creditworthiness. • Proactive steps like checking credit reports, freezing credit, and securing personal information reduce risk. • Negative credit activity can have long-term financial consequences, but credit can be repaired over time. • Federal laws (like the Fair Credit Reporting Act) protect consumers' access to and use of credit information.	<i>Students will consider...</i> • Why is it important to manage credit responsibly? • How do credit reports and credit scores impact your financial opportunities? • What habits contribute to building and maintaining good credit? • What actions can damage your credit, and how can it be repaired? • How can individuals monitor and protect their credit from fraud and identity theft?
Learning Targets		
<i>Students will...</i> • Compare the cost of credit between financial institutions based on the Annual Percentage Rate (APR), initial fees charged and fees for late or missed payment. • Evaluate factors that affect creditworthiness including paying on time and payment history. • Analyze why credit scores may be used by entities such as employers, landlords and insurance companies. • Analyze how individuals can protect themselves from others misusing personal information and from identity theft while online. • Explain the relationship between risk and interest including credit worthiness and down payment. • Calculate the total purchase price of a good or service including interest paid. • Explain the purpose and components of credit records and credit history as provided by credit bureaus. • Evaluate a credit report to verify accuracy. • Analyze federal and state regulations which provide some remedies and assistance for identity theft. • Discuss current ways to counter cyber-attacks and protect personal information.		
Unit Duration:		
2 Weeks		

Unit 8: Insurance

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Personal Finance , 2017 VI.1 A, B, C, D, E	<i>Students will understand that...</i> - Insurance is a key part of financial planning that helps protect individuals and families from financial loss. - Health, auto, home/renters, life, and disability insurance each address unique needs and situations. - Insurance involves shared risk, premiums, deductibles, and coverage limits. - Understanding how these elements work helps individuals make informed choices about policies and coverage levels.	<i>Students will consider...</i> - Why is insurance an important part of a personal financial plan? - What types of insurance are available, and how do they protect against different kinds of risk? - How do premiums, deductibles, and coverage limits affect the cost and value of an insurance policy? - What factors should individuals consider when selecting insurance coverage? - How does insurance reduce financial risk and provide security in uncertain situations? - How can insurance needs change over time, and why is it important to regularly review coverage?
Learning Targets		
<i>Students will...</i> - Analyze the personal financial risks that can occur when unexpected events damage health, home, property, wealth or future opportunities. - Analyze factors people use to choose insurance coverage. - Analyze health insurance options to provide funds in the event of illness and/or to pay for the cost of preventive care. - Define insurance and explain its purpose in personal financial planning. - Recognize the consequences of inadequate or no insurance coverage.		
Unit Duration:		
2 Weeks		

Unit 9: Investing

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Personal Finance , 2017 - VII.1 A, B, C - VII.2 A, B, C, D, E	<i>Students will understand that...</i> - Investing is a key strategy for building long-term wealth and achieving financial goals. - Starting early and investing consistently can significantly increase future financial security. - All investments carry some degree of risk, and understanding that risk is essential to making informed choices. - There is a direct relationship between risk and potential return; higher returns often come with higher risk. - The earlier a person starts investing, the greater the potential for their money to grow exponentially.	<i>Students will consider...</i> - Why is investing important for building long-term financial security? - How does risk relate to return, and how can investors manage risk? - What are the key differences between various types of investments? - How does time affect the growth of an investment? - What role does compound interest play in building wealth? - How can diversification reduce risk in an investment portfolio?
Learning Targets		
<i>Students will...</i> - Explain how the rate of return earned from investments will vary according to the amount of risk. - Explain how the rates of return on financial assets are influenced by buyers and sellers in financial markets. - Understand how investing differs from saving and why it's essential for wealth-building. - Explain the purpose of investing and how it supports long-term financial goals. - Understand how investing differs from saving and why it's essential for wealth-building. - Compare outcomes of early vs. late investing using simple projections or online calculators. - Demonstrate how diversification can reduce investment risk. - Build a mock diversified portfolio and explain how it mitigates risk. - Identify strategies for making informed investment decisions - Research companies, read financial reports, and evaluate long-m performance trends.		
Unit Duration:		
2 Weeks		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
2 weeks	Financial Decision Making	Next Gen Personal Finance - Unit 1 - Behavioral Economics Personal Finance for Teens (B.E. Publishing eReadiness Bundle) - Unit 1 Formulating a Financial Plan Personal Financial Literacy (B.E. Publishing eReadiness Bundle) - Unit 1 Plan Google Apps for Learning Financial Literacy (B.E. Publishing eReadiness Bundle) - Unit 1 Planning Your Finances	- Evaluate the role of choice in decision-making - Create a visual representation of a cognitive bias and explain how it affects decision making. - Apply a rational decision-making process to satisfy wants - Explain the importance of financial decision-making. - Analyze the opportunity costs and trade-offs associated with financial decisions.	- Visual representation of a cognitive bias and explain how it affects decision making. - The Bean Game: https://docs.google.com/document/d/1MRzOVjYtctMIYpLogKbdc5ZCgBO1b8Rc-FlbGfE5IA4/edit - Videos/Articles/Worksheets/EdPuzzles - Move your Money Values: https://www.ngpf.org/c/urriculum/behavioral-economics/?type=activities&activityId=519&rl=1&redirected=true
2 weeks	Career Exploration and Income	Next Gen Personal Finance - Unit 7 - Careers Personal Finance for Teens (B.E. Publishing eReadiness Bundle) - Unit 2 Career Planning Personal Financial Literacy (B.E. Publishing eReadiness Bundle) - Unit 2 Earn Google Apps for Learning	- Evaluate how a career choice can impact their quality of life. - Students will demonstrate hard vs soft skills required for career choice. - Students will understand the education/training needed for their selected career path. - Research and categorize various careers, including traditional employment, self-employment, and alternative income streams. - Assess the job market and economic trends to make informed career decisions.	- Career Project: How Can I get to My Dream Job https://www.ngpf.org/c/urriculum/career/?type=activities&activityId=430&rl=1&redirected=true - Interactive: Which Drive aligns to my Interest https://www.ngpf.org/c/urriculum/career/?type=activities&activityId=428&rl=1&redirected=true - Research activity on education paths (college, trade schools,

Personal Finance

		Financial Literacy (B.E. Publishing eReadiness Bundle) Unit 2 Preparing for Your Career		apprenticeships) and their income impact
2 weeks	Taxes	Next Gen Personal Finance - Unit 9 - Taxes Google Apps for Learning Financial Literacy (B.E. Publishing eReadiness Bundle) - Unit 3 Managing Your Money	- Explain the purpose of standard deductions such as income taxes, social security (FICA), Medicare, deductions for health care and retirement savings plans. - Interpret pay stubs, W-2 forms, and other financial documents to determine deductions and take-home pay. - Explain the purpose of taxes and their role in funding government services	- Paycheck analysis activity (W-4, W-2, deductions, gross vs. net income) - Case studies on tax credits (e.g., education, child tax credit), interactive deduction scenario - Worksheets/Videos/ Articles - FINE PRINT: Pay S... - FINE PRINT: W-2 ...
2 weeks	Budgeting	Next Gen Personal Finance - Unit 10 Budgeting Personal Finance for Teens (B.E. Publishing eReadiness Bundle) - Unit 3 Money Management Personal Financial Literacy (B.E. Publishing eReadiness Bundle) - Unit 3 Manage - Ch. 8 Managing a Paycheck and Taxes - Ch. 9 Creating a Budget Google Apps for Learning Financial Literacy (B.E. Publishing	- Define the purpose and benefits of budgeting. - Explain how a budget helps individuals manage money, reduce financial stress, and achieve financial goals. - Create a personal budget based on income and expenses. - Analyze and adjust a budget to reflect changes in income or expenses. - Explain the importance of savings and emergency funds in a budget. - Recognize common budgeting mistakes and identify strategies to avoid them. - Explain how budgeting contributes to financial independence and long-term financial security. - Student create a salary based budget on a potential career path - Prioritize expenses and payment due dates	- Salary Based Budget https://docs.google.com/presentation/d/1BrZ6ymAb-2iNoG5dhKL_Aer9wLdyLkm2b4Z9QcNgHTU/edit?usp=sharing - Play Budget Frenzy https://www.ngpf.org/curriculum/budgeting/?type=activities&activityId=508&rl=1&redirected=true - Money Magic https://docs.google.com/document/d/1-NPpC4Lkg8qjFJodzY8l2gc83A64nb4m3xq5KRYJDPI/edit?usp=sharing

Personal Finance

		eReadiness Bundle) Unit 3 Managing Your Money	Analyze spending habits to recognize spending and saving trends.	
2 weeks	Banking and Savings	Next Gen Personal Finance - Unit 2 Banking Personal Finance for Teens (B.E. Publishing eReadiness Bundle) - Unit 4 Banking and Credit - Ch. 11 Who to Trust - Ch. 12 Cash, Check, or Card? Personal Financial Literacy (B.E. Publishing eReadiness Bundle) - Unit3 Manage - Ch. 10 Financial Institutions and Services - Unit 4 Save and Spend - Ch. 12 Saving Strategies and Accounts - Ch. 13 Cash Management Tools Google Apps for Learning Financial Literacy (B.E. Publishing eReadiness Bundle) - Unit 4 Utilizing Bank and Credit Services	- Calculate an account balance by recording deposits, withdrawals, debit transactions. - Explain the importance of FDIC, NCUA and other security regulations to protect one's wealth in financial institutions. - Use the Rule of 72 to calculate how long it takes money to double - Identify banking vocabulary such as FDIC, NCUA, security regulations, etc. - Differentiate between various financial institutions (banks, savings and loans, credit unions, virtual banks, etc.) - Explain the importance of a rainy day fund for unexpected expenses. - Compare the liquidity, interest payment or penalty of various savings instruments. - Analyze the costs and benefits of using or not using financial institutions and virtual exchanges	- Online Bank Simulator  INTERACTIVE: Onl... - Compare types of Savings Accounts https://www.ngpf.org/curriculum/banking/?type=activities&activityId=12&rl=1&redirected=true - Fine Print Check Account Statement https://www.ngpf.org/curriculum/banking/?type=activities&activityId=302&rl=1&redirected=true

Personal Finance

2 weeks	Types of Credit	Next Gen Personal Finance - Unit 4 - Types of Credit Video "Credit Report" https://www.youtube.com/embed/f2ortkJfTKw Personal Finance for Teens (B.E. Publishing eReadiness Bundle) - Unit 4 Banking and Credit - Ch. 13 Basics of Borrowing Personal Financial Literacy (B.E. Publishing eReadiness Bundle) - Unit 4 Save and Spend - Ch. 14 Credit and Borrowing Google Apps for Learning Financial Literacy (B.E. Publishing eReadiness Bundle) - Unit 4 Utilizing Bank and Credit Services	- Analyze various terms and conditions of credit cards and consumer loans. - Identify and compare various types of credit. - Define credit and explain its role in personal financial management. - Evaluate the advantages and disadvantages of using different types of credit. - Analyze how personal financial behavior affects creditworthiness. - Evaluate the impact of responsible and irresponsible credit use.	- Compare Auto Loans https://www.ngpf.org/curriculum/types-of-credit/?type=activities&activityId=31&rl=1&redirected=true - Fine Print: Schumer Box https://www.ngpf.org/curriculum/types-of-credit/?type=activities&activityId=311&rl=1&redirected=true - Interactive: Shady Sam https://www.ngpf.org/curriculum/types-of-credit/?type=activities&activityId=232&rl=1&redirected=true
2 weeks	Managing and Protecting Credit	Next Gen Personal Finance - Unit 5 - Managing Credit Personal Finance for Teens (B.E. Publishing eReadiness Bundle) - Unit 1 Personal Financial Literacy (B.E. Publishing eReadiness Bundle)	- Compare the cost of credit between financial institutions based on the Annual Percentage Rate (APR), initial fees charged and fees for late or missed payment. - Evaluate factors that affect creditworthiness including paying on time and payment history. - Analyze why credit scores may be used by entities such as employers, landlords and insurance companies.	- Case Study - Managing Credit CS: A Tale... - Calculate and Compare Debt - ANALYZE: Household Debt...

Personal Finance

		- Unit 6 Protect - Ch. 21 Consumer Protection Google Apps for Learning Financial Literacy (B.E. Publishing eReadiness Bundle) - Unit 4 Utilizing Bank and Credit Services	- Analyze how individuals can protect themselves from others misusing personal information and from identity theft while online. - Explain the relationship between risk and interest including credit worthiness and down payment. - Calculate the total purchase price of a good or service including interest paid. - Explain the purpose and components of credit records and credit history as provided by credit bureaus. - Evaluate a credit report to verify accuracy. - Analyze federal and state regulations which provide some remedies and assistance for identity theft. - Discuss current ways to counter cyber-attacks and protect personal information.	
2 weeks	Insurance	Next Gen Personal Finance - Unit 8 - Insurance Personal Finance for Teens (B.E. Publishing eReadiness Bundle) - Unit 6 Risk Management Personal Financial Literacy (B.E. Publishing eReadiness Bundle) - Unit 6 Protect - Ch. 20 Risk Management and Insurance	- Analyze the personal financial risks that can occur when unexpected events damage health, home, property, wealth or future opportunities. - Analyze factors people use to choose insurance coverage. - Analyze health insurance options to provide funds in the event of illness and/or to pay for the cost of preventive care. - Define insurance and explain its purpose in personal financial planning. - Recognize the consequences of inadequate or no insurance coverage.	- Compare insurance health policies  COMPARE: Types of Healt... - Video- How Health Insurance Works https://edpuzzle.com/media/5f85ab48d7c68b40b30a8bc3 - Interactive Game  INTERACTIVE: Bummer!

Personal Finance

		Google Apps for Learning Financial Literacy (B.E. Publishing eReadiness Bundle) Unit 6 Managing Your Financial Risk		
2 weeks	Investing	Next Gen Personal Finance - Unit 3 - Investing Investing Infographic https://wealth.visualcapitalist.com/simple-introduction-investing/ Video: Trading Vs Investing https://www.youtube.com/embed/xVvazoMc3dI?start=0&end=223 Personal Finance for Teens (B.E. Publishing eReadiness Bundle) - Unit 5 Investing in Your Future Personal Financial Literacy (B.E. Publishing eReadiness Bundle) - Unit 5 Invest Google Apps for Learning Financial Literacy (B.E. Publishing eReadiness Bundle) - Unit 5 Investing in Your Future	- Explain how the rate of return earned from investments will vary according to the amount of risk. - Explain how the rates of return on financial assets are influenced by buyers and sellers in financial markets. - Understand how investing differs from saving and why it's essential for wealth-building. - Explain the purpose of investing and how it supports long-term financial goals. - Understand how investing differs from saving and why it's essential for wealth-building. - Compare outcomes of early vs. late investing using simple projections or online calculators. - Demonstrate how diversification can reduce investment risk. - Build a mock diversified portfolio and explain how it mitigates risk. - Identify strategies for making informed investment decisions - Research companies, read financial reports, and evaluate long-m performance trends.	Analyzing Inflation  ANALYZE: Understanding I...

Proficiency Scales for Personal Finance

Grade Level/Course: Personal Finance	Standard: MO Personal Finance I.1 A, B; I.2 A, B, C Domain: Financial Decision Making
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Visual representation of a cognitive bias and explain how it affects decision making. - The Bean Game: https://docs.google.com/document/d/1MRzOVjYtctMIYpLogKbdc5ZCgBO1b8Rc-FlbGfE5IA4/edit - Engaging Activities including videos/articles/worksheets/ EdPuzzles - Move your Money Values: https://www.ngpf.org/curriculum/behavioral-economics/?type=activities&activityId=519&rl=1&redirected=true
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. Students will be able to create a visual representation of a cognitive bias (why you buy or influenced to buy what you want) and explain how it affects decision making.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Students can recognize or recalls specific terminology such as: - Cognitive Bias - Fear of Missing out - Opportunity costs - Students can prioritize needs and wants	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. Students can differentiate between needs and wants.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Personal Finance

Grade Level/Course: Personal Finance	Standard: MO Personal Finance II.1 A,B; II.2 A,B Domain: Career Exploration and Income
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Career Project: How Can I get to My Dream Job https://www.ngpf.org/curriculum/career/?type=activities&activityId=430&rl=1&redirected=true - Interactive: Which Drive aligns to my Interest https://www.ngpf.org/curriculum/career/?type=activities&activityId=428&rl=1&redirected=true
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Evaluate how career choices impact income and quality of life. - Demonstrate the hard vs soft skills required for career choice. - Understand the education/training needed for their selected career path. - Assess the job market and economic trends to make informed career decisions.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Research how a career choice can impact someone's quality of life. - Define hard vs soft skills	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. Identify different career choices.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Personal Finance

Grade Level/Course: Personal Finance	Standard: MO Personal Finance II.3 A, B, C Domain: Taxes
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Worksheets/Videos/ Articles https://docs.google.com/document/d/1dBfOf7JXlyegs06cCr2hkxX2yHP67ly8qz2je9sNvys/edit?usp=sharing https://docs.google.com/document/d/1e-qkylp0fLSWiaECWU5oNUI5bNPGmm33KVQqqUVCCak/edit?usp=sharing
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Explain the purpose of standard deductions such as income taxes, social security (FICA), Medicare, deductions for health care and retirement savings plans. - Interpret pay stubs, W-2 forms, and other financial documents to determine deductions and take-home pay.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Students will understand the concepts of Federal Tax forms and employment forms. - Identify differences of deductions such as income taxes, social security (FICA), Medicare, deductions for health care and retirement savings plans.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Explain how taxes provide public goods and services. - Define gross and net income	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Personal Finance

Grade Level/Course: Personal Finance	Standard: MO Personal Finance: III.1.A, B, C, E Domain: Budgeting
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Salary Based Budget https://docs.google.com/presentation/d/1BrZ6ymAb-2iNoG5dhKL_Aer9wLdyLKm2b4Z9QcNgHTU/edit?usp=sharing - Play Budget Frenzy https://www.ngpf.org/curriculum/budgeting/?type=activities&activityId=508&rl=1&redirected=true - Money Magic https://docs.google.com/document/d/1-NPpC4LKg8qjFJodzY8I2gc83A64nb4m3xq5KRYIDP/edit?usp=sharing
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Create a salary based budget on a potential career path (budget should include housing, entertainment, transportation, food, savings, emergency funds -- fixed and variable expenses) - Prioritize expenses and payment due dates - Analyze spending habits to recognize spending and saving trends. - Analyze and adjust a budget to reflect changes in income or expenses.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Classify expenses as needs and wants within a budget. - Differentiate between fixed and variable expenses. - Explain the importance of savings and emergency funds in a budget. - Explain how budgeting contributes to financial independence and long-term financial security. - Explain how a budget helps individuals manage money, reduce financial stress, and achieve financial goals.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Describe the purpose of a budget - Define income and expenses - Define the purpose and benefits of budgeting. - Recognize common budgeting mistakes and identify strategies to avoid them.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Personal Finance

Grade Level/Course: Personal Finance	Standard: MO Personal Finance: III.4 A, B, C, D; IV.1 C, D; IV.2 A, B; IV.3 A, B Domain: Banking and Saving
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Online Bank Simulator https://docs.google.com/document/d/1ZjD15Tme08hsmW87MRWVmDm5ZPyhj-3mugyDVRJOr80/edit?usp=sharing - Compare types of Savings Accounts https://www.ngpf.org/curriculum/banking/?type=activities&activityId=12&rl=1&redirected=true - Fine Print Check Account Statement https://www.ngpf.org/curriculum/banking/?type=activities&activityId=302&rl=1&redirected=true
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Calculate an account balance by recording deposits, withdrawals, debit transactions. - Explain the importance of FDIC, NCUA and other security regulations to protect one's wealth in financial institutions. - Use the Rule of 72 to calculate how long it takes money to double	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Identify banking vocabulary such as FDIC, NCUA, security regulations, etc. - Differentiate between various financial institutions (banks, savings and loans, credit unions, virtual banks, etc.) - Compare the services, fees, and requirements of various financial institutions - Explain the importance of a rainy day fund for unexpected expenses. - Compare retirement savings options - Compare simple and compound interest. - Compare the liquidity, interest payment or penalty of various savings instruments. - Analyze the costs and benefits of using or not using financial institutions and virtual exchanges.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Differentiate between a checking and savings account. - Identify saving instruments such as certificates of deposit and savings accounts.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Personal Finance

Grade Level/Course: Personal Finance	Standard: MO Personal Finance: V.1 A, B, D Domain: Types of Credit
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Performance Level Descriptor	Success Criteria	I
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	- Compare Auto Loans https://www.ngpf.org/curriculum/types-of-credit/?type=activities&activityId=31&rl=1&redirected=true - Fine Print: Schumer Box https://www.ngpf.org/curriculum/types-of-credit/?type=activities&activityId=311&rl=1&redirected=true - Interactive: Shady Sam https://www.ngpf.org/curriculum/types-of-credit/?type=activities&activityId=232&rl=1&redirected=true
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. - Analyze various terms and conditions of credit cards and consumer loans. - Evaluate the advantages and disadvantages of using different types of credit. - Analyze how personal financial behavior affects creditworthiness. - Evaluate the impact of responsible and irresponsible credit use.	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. - Students will identify the different credit terminology, such as credit, loans, debits. - Students will compare the different types of credit, such as credit cards, consumer loans, rent-to own, title and payday loans	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. - Students will explain how a credit card works. - Define credit and explain its role in personal financial management.	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Personal Finance

Grade Level/Course: Personal Finance	Standard: MO Personal Finance: V.2 A, B, C, D; V.3 A, B, C, D, E, F, G, H; VI.2 A, B, C Domain: Managing and Protecting Credit
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Case Study https://docs.google.com/document/d/1fYV9kAKWNfh51khduc9ogWyDN_BPQs94jull-ToEhg/edit?tab=t.0 - Calculate and Compare Debt https://docs.google.com/document/d/1Fm-EwM9wijbleJ3pn6r7-FWJXoPezPhGn7bkv8APkbA/edit?tab=t.0
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Compare the cost of credit between financial institutions based on the Annual Percentage Rate (APR), initial fees charged and fees for late or missed payment. - Evaluate factors that affect creditworthiness including paying on time and payment history. - Analyze why credit scores may be used by entities such as employers, landlords and insurance companies. - Analyze how individuals can protect themselves from others misusing personal information and from identity theft while online.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Explain the relationship between risk and interest including credit worthiness and down payment. - Calculate the total purchase price of a good or service including interest paid. - Explain the purpose and components of credit records and credit history as provided by credit bureaus. - Evaluate a credit report to verify accuracy. - Analyze federal and state regulations which provide some remedies and assistance for identity theft. - Discuss current ways to counter cyber-attacks and protect personal information.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Differentiate between secured and unsecured loans. - Identify ways to avoid and/or correct credit problems. - Explain the importance of annually verifying one's credit report. - Explain the value of consumer credit protection laws. - Explain responsibilities associated with the use of credit.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Personal Finance

Grade Level/Course:	Standard:
Personal Finance	MO Personal Finance VI.1 A, B, C, D, E
	Domain: Insurance

Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	- Compare insurance health policies https://docs.google.com/document/d/125LHxCA XMvti3g1k8rSAFeG1YByloWJ2X5w6rW8jXKA/edit?tab=t.0 - Video- How Health Insurance Works https://edpuzzle.com/media/5f85ab48d7c68b40b30a8bc3 - Interactive Game https://docs.google.com/document/d/11amakw YMM_CAFZCuz-nHWJn0p2aJiXj2kMRhVMKWUA/edit?tab=t.0
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. - Analyze the personal financial risks that can occur when unexpected events damage health, home, property, wealth or future opportunities. - Analyze factors people use to choose insurance coverage. - Analyze health insurance options to provide funds in the event of illness and/or to pay for the cost of preventive care.	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. - Explain how and why insurance companies create policies and determine premiums. - Explain how personal behavior and risk impact insurance premiums. - Explain the key components of an insurance policy. - Recognize the consequences of inadequate or no insurance coverage.	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. - Define insurance terminology such as premiums, preventative care, policies, risk, etc. - Define insurance and explain its purpose in personal financial planning.	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Personal Finance

Grade Level/Course: Personal Finance	Standard: MO Personal Finance VII.1 A, B, C; 2 A, B, C, D, E Domain: Investing
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	Analyzing Inflation https://docs.google.com/document/d/1cH_SXQxqqw2xbrfilxTAnwT_DIT5mzlcLZbfMlv3f9k/edit?tab=t.0
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. - Explain how the rate of return earned from investments will vary according to the amount of risk. - Explain how the rates of return on financial assets are influenced by buyers and sellers in financial markets.	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. - Explain the impact of capital gains, dividends, risk and stock value on corporate stock ownership. - Explain how the price of a financial asset is determined by the interaction of buyers and sellers in a financial market. - Explain why an investment with greater risk, such as a penny stock, will commonly have a lower market price, but an uncertain rate of return. - Explain why an investment with greater risk, such as a penny stock, will commonly have a lower market price, but an uncertain rate of return. - Explain the purpose of investing and how it supports long-term financial goals. - Understand how investing differs from saving and why it’s essential for wealth-building.	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. - Compare various financial assets for their risk and rewards such as stocks, bonds, mutual funds, real estate and commodities. - Describe how diversification can lower investment risk. - Explain the purpose of investing and how it supports long-term financial goals.	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Social Media Marketing

Course Overview

Grade level(s): 11-12

Credits earned: .5 credit

Prerequisite: Marketing 1

Course Description

Dive into the dynamic world of social media marketing in this engaging high school course! Students will explore the essential principles of marketing through popular social media platforms such as Instagram, TikTok, Facebook, and X. Throughout the course, learners will discover how to create compelling content, develop effective marketing strategies, and analyze audience engagement. Hands-on projects will allow students to design and execute their own social media campaigns, gaining practical experience in brand promotion and digital storytelling. By the end of the course, students will be equipped with the skills to leverage social media for personal branding, understand the impact of social media on consumer behavior, and prepare for future opportunities in the marketing field.

Transfer Goals/Big Ideas

Students will be able to independently use their learning to...

- Develop and execute digital marketing strategies that align with brand goals and resonate with target audiences.
- Create and curate engaging, platform-appropriate content that communicates a clear and consistent message.
- Select and utilize the most effective digital marketing channels and tools to reach and influence consumers.
- Analyze audience behavior and campaign performance using social media metrics and data analytics.
- Adapt marketing strategies based on feedback, performance data, and evolving trends in digital media.
- Apply ethical and responsible practices when creating, sharing, and promoting digital content.
- Collaborate in creative and professional settings to plan, design, and refine digital campaigns.
- Use digital storytelling and branding techniques to promote ideas, products, services, or personal/professional identity.

Priority Missouri Learning Standards/National Standards

[MBA Research Standards for Digital Marketing](#) (MO uses MBA Research Standards for all Marketing Courses)

- Marketing-Information Management (IM)
 - IM: 430 - Manage online brand and reputation
- Information Management (NF)
 - NF: 208 - Use analytics tracking tools for marketing communications
- Professional Development (PD)
 - PD: 421 - Discuss career opportunities in digital marketing
 - PD: 422 - Describe certifications available in digital marketing

- Promotion (PR)
 - PR: 164 - Explain the nature of online advertising (e.g., email, search, social media, display, mobile, etc.)
 - PR: 299 - Discuss the use of search-engine optimization tactics for digital marketing
 - PR: 306 - Evaluate digital marketing efforts
 - PR: 364 - Explain the role of business websites in digital marketing
 - PR: 365 - Explain the use of social media for digital marketing
 - PR: 333 - Identify strategies for attracting targeted audience to website
 - PR: 373 - Repurpose content for use in multiple platforms
 - PR: 386 - Quantify contribution of social media (metrics and goals, finding what is good, measuring and adjusting on the fly, reporting and sharing insights)
 - PR: 461 - Discuss the nature of digital marketing
 - PR: 463 - Explain ethical considerations in digital marketing

Unit 1: Digital Marketing Fundamentals

Desired Results

Standards	Enduring Understandings	Essential Questions
MBA Research Standards for Digital Marketing: - PR: 461, 463 - PD: 421, 422	<i>Students will understand that...</i> - Digital marketing is an essential part of modern business strategy, helping brands connect with audiences in interactive and measurable ways. - Successful digital marketing begins with a strong understanding of core marketing principles such as the marketing mix, branding, and customer behavior. - Different social media platforms serve different purposes and attract different audiences, requiring tailored messaging and strategies. - Digital marketing evolves rapidly with technology, trends, and consumer preferences, requiring marketers to stay adaptable and informed. - Ethical and responsible digital marketing practices help build trust, protect brand reputation, and ensure legal compliance.	<i>Students will consider...</i> - How has digital marketing changed the way brands interact with consumers? - What core marketing principles are essential for success in a digital environment? - Why is it important to understand the audience when choosing digital marketing strategies and platforms? - How do ethics and responsibility play a role in digital marketing practices? - In what ways do trends and technology influence digital marketing strategies?
Learning Targets		
<i>The students will...</i> - Demonstrate a thorough understanding of digital marketing, including its key concepts and strategic importance. - Explain advanced digital marketing terms and how they contribute to business growth and success. - Provide detailed examples of digital marketing tactics and their specific impact on business goals. - Identify various careers and career pathways in digital marketing. - Describe required skills and qualifications for career paths in digital marketing.		
Unit Duration:		
4 weeks		

Unit 2: Digital Marketing Channels and Tools

Desired Results

Standards	Enduring Understandings	Essential Questions
MBA Research Standards for Digital Marketing: PR: 164, 299, 364, 365	<i>Students will understand that...</i> - Each digital marketing channel—such as social media, email, websites, and influencer partnerships—has unique strengths and functions that support different marketing goals. - Selecting the right tools and platforms is essential for reaching target audiences effectively and efficiently. - An integrated marketing approach that combines multiple digital channels creates a stronger, more cohesive brand presence. - Digital marketing tools are constantly evolving, and marketers must stay informed and adaptable to remain competitive.	<i>Students will consider...</i> - How do different digital marketing channels influence the way consumers interact with brands? - What factors should marketers consider when selecting the right tools and platforms for their campaigns? - How can marketers integrate multiple digital channels to create a cohesive marketing strategy? - What role does staying up-to-date with emerging digital tools and trends play in the success of a marketing campaign?
Learning Targets		
<i>The students will...</i> - Explanation of Online Advertising: Explain the role of each online advertising method (email, search, social media, display, mobile, business websites), and how they contribute to the larger digital marketing strategy. - SEO Understanding: Demonstrate an understanding of SEO tactics, such as keyword optimization, content creation, and on-page SEO, and can explain how they drive organic traffic. - Digital Marketing Tools: Identify when and why different types of advertising should be used, and understand their relationship (e.g., how email marketing and SEO can complement each other).		
Unit Duration:		
4 weeks		

Unit 3: Promoting Products and Delivering Messages

Desired Results

Standards	Enduring Understandings	Essential Questions
MBA Research Standards for Digital Marketing: - IM: 430 - PR: 333, 373	<i>Students will understand that...</i> - Effective messaging is key to creating emotional connections with consumers and driving action. - Promotion strategies need to be tailored to both the product and the target audience to achieve the desired impact. - A strong brand voice and consistent messaging across platforms help build trust and recognition with consumers. - Digital marketing promotions can leverage multiple forms of media, including text, images, video, and interactive content, to enhance engagement and drive conversions.	<i>Students will consider...</i> - How can marketers create compelling messages that resonate with their target audience? - What factors determine the most effective promotional strategy for a product or service? - Why is consistency in messaging important for building a strong brand identity across platforms? - How can different types of media (text, video, images) be used effectively to engage and persuade consumers?
Learning Targets		
<i>The students will...</i> Managing Online Brand and Reputation: Actively manage online reputation by monitoring brand mentions, responding to feedback, and using tools to track sentiment across various platforms. Takes proactive steps to maintain a positive online presence and address negative comments or reviews. Repurposing Content: Repurpose content for various platforms, tailoring it to each one's format and audience (e.g., transforming a blog post into a video, infographic, or tweet, with modifications for tone, style, and visuals to suit the platform). Attracting a Targeted Audience: Use a range of strategies to attract a targeted audience, including audience segmentation, persona development, and analytics. Students can identify key channels where the target audience is most active and develop content specifically aimed at these users.		
Unit Duration:		
3 weeks		

Unit 4: Developing Digital Marketing Campaigns

Desired Results

Standards	Enduring Understandings	Essential Questions
MBA Research Standards for Digital Marketing: PR: 381, 382	<i>Students will understand that...</i> - A successful digital marketing campaign requires clear goals, a defined target audience, and a well-thought-out strategy. - Creativity and innovation are key in developing campaigns that stand out and effectively capture audience attention. - Campaigns must be adaptable to changes in audience behavior, market trends, and platform algorithms to remain effective. - Collaborating with influencers or partners can amplify a campaign's reach and credibility. - Testing and iteration are critical for optimizing campaign performance and maximizing return on investment (ROI). - Effective communication and project management skills are essential for executing a marketing campaign from start to finish.	<i>Students will consider...</i> - What are the key components of a successful digital marketing campaign? - How do you define clear and measurable goals for a marketing campaign? - How can creativity and innovation enhance the effectiveness of a digital marketing campaign? - Why is it important to understand the target audience when developing a marketing campaign? - How can you measure the success of a campaign and make adjustments in real-time to improve its performance? - What role do partnerships and influencer collaborations play in expanding the reach and impact of a digital campaign?
Learning Targets		
<i>The students will...</i> Campaign Development: Develop and plan a comprehensive digital marketing campaign, including setting clear objectives, selecting appropriate platforms (e.g., social media, email, PPC), and creating content that aligns with the campaign's goals. Target Audience: Describe the importance of audience segmentation and can use data and insights to define specific target audiences. Students can tailor content and messaging based on audience behavior and needs. Implementation: Create a campaign across multiple channels (e.g., social media, email, display ads), ensuring consistency in messaging and optimal use of available tools. Metrics and Evaluation: Track and analyze key performance indicators (KPIs) such as engagement, conversion rates, traffic, and ROI. Can make data-driven adjustments during the campaign to improve results		
Unit Duration:		
3 weeks		

Unit 5: Using Data Analytics <i>Desired Results</i>		
Standards	Enduring Understandings	Essential Questions
MBA Research Standards for Digital Marketing: - NF: 208 - PR: 306, 386	<i>Students will understand that...</i> - Data analytics provides valuable insights into audience behavior, allowing marketers to optimize their strategies and improve campaign performance. - Understanding key performance indicators (KPIs) and metrics is crucial for measuring the effectiveness of digital marketing efforts. - Continuous analysis of data enables marketers to make informed decisions, adapt to changes, and ensure long-term success in digital marketing.	<i>Students will consider...</i> - How can data analytics help marketers understand consumer behavior and improve campaign strategies? - What are the key performance indicators (KPIs) that marketers should focus on to measure the success of a digital marketing campaign? - How can marketers use data insights to adapt and optimize their strategies in real-time for better outcomes?
Learning Targets		
<i>The students will...</i> - Use analytics to evaluate, optimize, and connect marketing campaigns to objectives, synthesizing data from multiple sources to assess overall success and suggest improvements. - Analyze data trends, quantify the impact of social media campaigns, and provide strategic recommendations based on data-driven insights, adjusting strategies in real-time to align with business goals. - Communicate insights to stakeholders, helping to adjust marketing strategies across channels based on performance and results.		
Unit Duration:		
2 weeks		

<i>Learning Plan</i>				
Week(s)	Topic	Learning Targets	Resources/Texts	Assessment
1 - 4	Digital Marketing Fundamentals	• Demonstrate a thorough understanding of digital marketing, including its key concepts and strategic importance. • Explain advanced digital marketing terms and how they contribute to business growth and success. • Provide detailed examples of digital marketing tactics and their specific impact on business goals. • Identify various careers and career pathways in digital marketing. • Describe required skills and qualifications for career paths in digital marketing.	• B.E. Publishing ○ Social Media Marketing Units 1 & 5 • MBA Research • DECA.org	• Digital Marketing concept quiz • Case study analysis and slide presentation • Career pathway research project
4 - 8	Digital Marketing Channels and Tools	• Explanation of Online Advertising: Explain the role of each online advertising method (email, search, social media, display, mobile, business websites), and how they contribute to the larger digital marketing strategy. • SEO Understanding: Demonstrate an understanding of SEO tactics, such as keyword optimization, content creation, and on-page SEO, and can explain how they drive organic traffic. • Digital Marketing Tools: Identify when and why different types of advertising should be used, and understand their relationship (e.g., how email marketing and SEO can complement each other).	• B.E. Publishing ○ Social Media Marketing Units 2 and 3 • MBA Research • DECA.org	• Channel Comparison Project • Case study analysis and slide presentation • Integrated Marketing Plan for mock campaign
9-11	Promoting Products and Delivering Messages	• Managing Online Brand and Reputation: Actively manage online reputation by monitoring brand mentions, responding to feedback, and using tools to track sentiment across various platforms. Takes proactive steps to maintain a positive online presence and address negative comments or reviews. • Repurposing Content: Repurpose content for various platforms, tailoring it to each one's format and audience (e.g., transforming a blog post into a video, infographic, or tweet, with modifications for tone, style, and visuals to suit the platform).	• B.E. Publishing ○ Social Media Marketing Units • MBA Research • DECA.org	• Online simulation • Audience Attraction Strategy Plan • Campaign Project

Social Media Marketing

		Attracting a Targeted Audience: Use a range of strategies to attract a targeted audience, including audience segmentation, persona development, and analytics. Students can identify key channels where the target audience is most active and develop content specifically aimed at these users.		
12 - 15	Developing Digital Marketing Campaigns	- Campaign Development: Develop and plan a comprehensive digital marketing campaign, including setting clear objectives, selecting appropriate platforms (e.g., social media, email, PPC), and creating content that aligns with the campaign's goals. - Target Audience: Describe the importance of audience segmentation and can use data and insights to define specific target audiences. Students can tailor content and messaging based on audience behavior and needs. - Implementation: Create a campaign across multiple channels (e.g., social media, email, display ads), ensuring consistency in messaging and optimal use of available tools. - Metrics and Evaluation: Track and analyze key performance indicators (KPIs) such as engagement, conversion rates, traffic, and ROI. Can make data-driven adjustments during the campaign to improve results	- B.E. Publishing - Social Media Marketing Units - MBA Research - DECA.org	- Campaign Planning Portfolio - KPI Dashboard slideshow and analysis - Campaign reflection - Campaign report
16 - 18	Using Data Analytics	- Use analytics to evaluate, optimize, and connect marketing campaigns to objectives, synthesizing data from multiple sources to assess overall success and suggest improvements. - Analyze data trends, quantify the impact of social media campaigns, and provide strategic recommendations based on data-driven insights, adjusting strategies in real-time to align with business goals. - Communicate insights to stakeholders, helping to adjust marketing strategies across channels based on performance and results.	- B.E. Publishing - Social Media Marketing Units - MBA Research - DECA.org	- Marketing Campaign Performance Report - Real-Time Strategy Adjustments - Stakeholder Presentation

Proficiency Scales for Social Media Marketing

Grade Level/Course: Social Media Marketing		Standard: ● MBA Research Standards ○ PR: 462, 463 ○ PD: 421, 422 Domain: Digital Marketing Fundamentals
Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	● Create a digital marketing vocabulary flashcard set. ● Analyze a brand’s digital marketing strategy. ● Match careers to digital marketing skills in a graphic organizer. ● Research and present on a trending marketing technology. ● Compare traditional vs. digital marketing through a T-chart. ● Write a blog post explaining digital marketing’s role in business success.
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. ● Demonstrate a thorough understanding of digital marketing, including its key concepts and strategic importance. ● Explain advanced digital marketing terms and how they contribute to business growth and success. ● Provide detailed examples of digital marketing tactics and their specific impact on business goals. ● Identify various careers and career pathways in digital marketing. ● Describe required skills and qualifications for career paths in digital marketing.	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. ● Define digital marketing and describe its importance in business contexts. ● Identify key terms (e.g., SEO, SEM, social media marketing) and can explain their basic functions. ● Identify examples of digital marketing tactics and can explain their purpose and impact. ● Identify various careers and career pathways in digital marketing.	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. ● Define digital marketing and identify basic key terms (e.g., SEO, SEM, social media marketing). ● Recognize examples of digital marketing tactics. ● Explain the role of digital marketing in a business ● Identify some careers in digital marketing.	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Social Media Marketing	Standard: • MBA Research Standards ○ PR: 164, 299, 364, 365 Domain: Digital Marketing Channels and Tools
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	• Create a visual guide comparing social, email, and PPC channels. • Build a tool recommendation list for a given marketing goal. • Map a sample brand’s multi-channel strategy. • Develop a short video explaining how a digital tool works. • Complete a digital scavenger hunt of real brand examples across platforms. • Evaluate a brand’s use of 3 different platforms and suggest improvements.
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. • Explanation of Online Advertising: Explain the role of each online advertising method (email, search, social media, display, mobile, business websites), and how they contribute to the larger digital marketing strategy. • SEO Understanding: Demonstrate an understanding of SEO tactics, such as keyword optimization, content creation, and on-page SEO, and can explain how they drive organic traffic. • Digital Marketing Tools: Identify when and why different types of advertising should be used, and understand their relationship (e.g., how email marketing and SEO can complement each other).	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. • Explanation of Online Advertising: Describe the basic functions of several types of online advertising (e.g., email marketing, social media ads, search ads), including how they aim to reach potential customers. • SEO Understanding: Identify the importance of SEO in digital marketing but has limited knowledge of specific tactics (e.g., keyword research, link-building, on-page optimization). • Digital Marketing Tools: Give examples of how different advertising methods work (e.g., social media ads to build brand awareness, search ads to drive traffic).	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. • Explanation of Online Advertising: Identify forms of online advertising (e.g., email, search, social media). • SEO Understanding: Identify SEO tactics. • Digital Marketing Tools: Define basic SEO terms.	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

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Grade Level/Course: Social Media Marketing	Standard: • MBA Research Standards ○ IM: 430 ○ PR: 333, 373 Domain: Promoting Products and Delivering Messages
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	• Repurpose content for 3 different platforms. • Write platform-specific captions for a product image. • Simulate responding to a brand crisis online. • Create a content calendar targeting a specific audience. • Design a brand voice/style guide. • Analyze a brand’s reputation based on online reviews.
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. • Managing Online Brand and Reputation: Actively manage online reputation by monitoring brand mentions, responding to feedback, and using tools to track sentiment across various platforms. Takes proactive steps to maintain a positive online presence and address negative comments or reviews. • Repurposing Content: Repurpose content for various platforms, tailoring it to each one’s format and audience (e.g., transforming a blog post into a video, infographic, or tweet, with modifications for tone, style, and visuals to suit the platform). • Attracting a Targeted Audience: Use a range of strategies to attract a targeted audience, including audience segmentation, persona development, and analytics. Students can identify key channels where the target audience is most active and develop content specifically aimed at these users.	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. • Managing Online Brand and Reputation: Explain the importance of online brand reputation and can identify platforms where the brand is mentioned. Students can identify tools and methods to monitor and improve reputation (e.g., responding to reviews or social media comments). • Repurposing Content: Repurpose content for some platforms (e.g., turning a blog post into social media posts or videos). • Attracting a Targeted Audience: Recognize the importance of targeting specific audiences. Students can use basic strategies like using hashtags or posting during peak times to attract engagement.	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. • Managing Online Brand and Reputation: Demonstrates an understanding of why online reputation is important. • Repurposing Content: Post content on one platform. • Attracting a Targeted Audience: Identify strategies for attracting a targeted audience.	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Social Media Marketing

Grade Level/Course: Social Media Marketing	Standard: ● MBA Research Standards ○ PR: 381, 382 Domain: Developing Digital Marketing Campaigns
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	● Build a campaign plan including goals, platforms, and content. ● Create mock campaign content (graphics, video, or captions). ● Develop audience personas for a fictional brand. ● Create a timeline for campaign rollout. ● Run a class-based mini campaign and track performance. ● Present your campaign to a mock stakeholder panel.
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. ● Campaign Development: Develop and plan a comprehensive digital marketing campaign, including setting clear objectives, selecting appropriate platforms (e.g., social media, email, PPC), and creating content that aligns with the campaign's goals. ● Target Audience: Describe the importance of audience segmentation and can use data and insights to define specific target audiences. Students can tailor content and messaging based on audience behavior and needs. ● Implementation: Create a campaign across multiple channels (e.g., social media, email, display ads), ensuring consistency in messaging and optimal use of available tools. ● Metrics and Evaluation: Track and analyze key performance indicators (KPIs) such as engagement, conversion rates, traffic, and ROI. Can make data-driven adjustments during the campaign to improve results.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Campaign Development: Describe the basic elements of a digital marketing campaign and can assist in developing one, such as creating content, choosing platforms, and setting goals. ● Target Audience: Identify basic audience segments (e.g., age, gender) and apply broad targeting strategies. ● Implementation: Create parts of a digital campaign (e.g., setting up ads, scheduling posts). ● Metrics and Evaluation: Track basic key metrics (e.g., clicks, likes).	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Campaign Development: Identify the basic components of a digital marketing campaign (e.g., advertising, content, social media). ● Target Audience: Define a broad or generic messaging. ● Implementation: Create a campaign using ad-hoc methods such as posting on social media. ● Metrics and Evaluation: Identify campaign performance results.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Social Media Marketing

Grade Level/Course: Social Media Marketing	Standard: ● MBA Research Standards ○ NF: 208 ○ PR: 306, 386 Domain: Using Data Analytics
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	● Analyze a sample social media performance report. ● Build a KPI dashboard in Google Sheets or Canva. ● Write a reflection on campaign adjustments based on data. ● Compare platform analytics (e.g., Instagram vs. YouTube). ● Present data-driven recommendations to improve a campaign. ● Identify a trend in marketing data and explain its significance.
3	● Use analytics to evaluate, optimize, and connect marketing campaigns to objectives, synthesizing data from multiple sources to assess overall success and suggest improvements. ● Analyze data trends, quantify the impact of social media campaigns, and provide strategic recommendations based on data-driven insights, adjusting strategies in real-time to align with business goals. ● Communicate insights to stakeholders, helping to adjust marketing strategies across channels based on performance and results.	
2	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Use analytics tools to track and report on marketing communications, set up basic campaigns, and evaluate performance using standard metrics (e.g., clicks, impressions, engagement, conversion rates) and established KPIs. ● Analyze and compare campaign performance, provide basic feedback and optimization suggestions, and measure and adjust social media strategies based on real-time feedback, though they may require some supervision for more complex data analysis.	
1	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Identify analytics tracking tools, understand their role in marketing communications, and recognize basic social media metrics (e.g., likes, shares, comments). ● Assess campaigns and report basic metrics.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Sports and Entertainment Marketing

Course Overview

Grade level(s): 11-12	Credits earned: .5 credit Prerequisite: Marketing 1 or concurrently enrolled with teacher/counselor approval
Course Description	
The Sports and Entertainment Marketing course develops student understanding of the sports and entertainment industries, their impact on local communities, and products. Emphasis is placed on fundamental marketing concepts, career opportunities in sports and entertainment marketing, and methods used to segment sports and entertainment/event markets. Students will explore factors motivating consumers to participate in or attend sports and entertainment/events, pricing, branding, promotion, marketing-information management, and channel management. By the end of the course, students will gain valuable skills in communication, teamwork, and critical thinking, while understanding the business side of the industries they love. DECA, "An Association of Marketing Students," is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences, and competition on a district, state, and national level.	
Transfer Goals/Big Ideas	
<i>Students will be able to independently use their learning to...</i> - Analyze consumer behavior and target markets to develop effective marketing strategies. - Design promotional campaigns that integrate sponsorships, endorsements, and media partnerships.	- Evaluate the economic and cultural impact of sports and entertainment industries locally and globally. - Use data and analytics to assess the success of marketing efforts and inform future decisions. - Adapt marketing strategies in response to industry trends, technology shifts, and audience feedback. - Create engaging brand experiences through digital media, live events, and fan interactions. - Collaborate professionally in team settings to solve problems and pitch marketing ideas.
Priority Missouri Learning Standards/National Standards	
MBA Research Standards for Sports and Entertainment Marketing, 2022 (MO uses MBA Research Standards for all Marketing Courses) - Professional Development (PD) - PD:115 Discuss the nature of the sport/entertainment/event industries - PD:107 Describe the impact of sports/entertainment/events on communities - PD:051 Explain career opportunities in sports/entertainment/event marketing - Marketing (MK) - MK:001 Explain marketing and its importance in a global economy - MK:012 Explain the nature of sports marketing - MK:024 Explain the nature of entertainment/event marketing - Promotion (PR) - PR:001 Explain the role of promotion as a marketing function - PR:002 Explain the types of promotion (i.e., institutional, product)	- PR:003 Identify the elements of the promotional mix - PR:177 Explain advertising media used in the sport/entertainment/event industries - PR:240 Describe sport/entertainment/event industries' utilization of digital media - Marketing-Information Management (IM) - IM:001 Explain the nature and scope of the marketing-information management function - IM:010 Explain the nature of marketing research - IM:184 Identify data monitored for marketing decision making - IM:245 Explain the need for sport/entertainment/event marketing data - IM:246 Explain sources of secondary sport/entertainment/event data - IM:247 Search the Internet for sport/entertainment/event marketing information - IM:249 Explain sources of primary sport/entertainment/event marketing data - Market Planning (MK) - MK:001 Explain marketing and its importance in a global economy - MK:002 Explain marketing and its importance in a global economy - MK:012 Explain the nature of sports marketing - MK:024 Explain the nature of entertainment/event marketing

Unit 1: Sports and Entertainment Marketing Foundations

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Sports and Entertainment Marketing , 2022 • PD: 051, 107, 115 • MK: 001, 012, 024	<i>Students will understand that...</i> • The sports and entertainment industries rely on marketing strategies tailored to audience engagement, branding, and event-based experiences. • Marketing plays a critical role in creating value for consumers and generating revenue in sports and entertainment. • Understanding target markets is essential for delivering meaningful and profitable fan or audience experiences. • The success of a marketing plan depends on clearly defined goals, market research, and continuous evaluation.	<i>Students will consider...</i> • What makes marketing in the sports and entertainment industries unique compared to other industries? • How do marketers identify and meet the needs of target audiences in sports and entertainment? • Why is it important to understand the marketing mix when developing a strategy? • How does marketing influence the success of sports teams, entertainers, and events? • What career opportunities are available in sports and entertainment/event marketing?
Learning Targets		
<i>The students will...</i> • Differentiate between illegal activity and unethical practices in the sports and entertainment industry. • Create sports and entertainment promotions that encompass the 4 Ps. • Research current trends in the sports and entertainment industry. • Explain how economic forces impact the sports and entertainment industry.		
Unit Duration:		
6 Weeks		

Unit 2: Market Research

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Sports and Entertainment Marketing , 2022 IM: 001, 010, 184, 245, 246, 247, 249	<i>Students will understand...</i> - Accurate market research is the foundation of effective decision-making in sports and entertainment marketing. - Understanding consumer preferences, behaviors, and demographics helps marketers design targeted strategies. - Both primary and secondary research methods provide valuable insights that guide product development, promotion, and sales. - Data analysis and interpretation are critical skills for identifying trends, measuring success, and predicting future outcomes.	<i>Students will consider...</i> - Why is market research important in the sports and entertainment industries? - How do marketers gather and use data to better understand their audience? - What are the differences between primary and secondary research, and when should each be used? - How can data analysis improve marketing strategies and help predict trends in a constantly changing market?
Learning Targets		
<i>The students will...</i> - Use a variety of research methods including surveys, focus groups, and interviews to gather both qualitative and quantitative data - Break down complex data sets and identify patterns and trends related to consumer behavior, preferences, and market conditions in the sports and entertainment industry - Research findings to inform decisions such as target audience identification, product development, pricing strategies, and event planning in sports and entertainment marketing campaigns. - Communicate research results effectively using data visualizations (charts, graphs) and clear written or verbal summaries, demonstrating a deep understanding of how research influences decision-making. - Provide specific recommendations based on research insights, such as audience segmentation strategies, event promotion tactics, or fan engagement activities, with a clear justification supported by data.		
Unit Duration:		
4 Weeks		

Unit 3: Promotion <i>Desired Results</i>		
Standards	Enduring Understandings	Essential Questions
MO Sports and Entertainment Marketing , 2022 PR:001, 002, 003, 177, 240	<i>Students will understand...</i> - Promotion is key to creating awareness, generating interest, and driving engagement with events, teams, or performers. - An effective promotional mix includes a combination of advertising, public relations, sales promotions, and digital outreach. - Sponsorships and endorsements are powerful promotional tools that benefit both brands and public figures. - Promotional strategies must be aligned with target audiences and overall brand goals to be effective.	<i>Students will consider...</i> - What are the components of a successful promotional mix in sports and entertainment? - How do sponsorships and endorsements influence consumer perceptions and brand value? - How can digital and social media be used to enhance promotional campaigns? - Why is it important to match promotional efforts to the interests and behaviors of the target market?
Learning Targets		
<i>Students will...</i> - Students will create sports and entertainment promotions using different media. - Students will be able to identify, explain, and create sales strategies for attracting groups to sports and entertainment venues. - Students will be able to defend sales strategies and promotions by using target market research.		
Unit Duration:		
5 Weeks		

Unit 4: Sponsorships <i>Desired Results</i>		
Standards	Enduring Understandings	Essential Questions
MO Sports and Entertainment Marketing, 2022 MP:001, 003, 037, 038	<i>Students will understand...</i> - Sponsorships create mutually beneficial relationships between brands and sports or entertainment properties. - Effective sponsorships align with the target audience and brand identity of both the sponsor and the event or entity. - Marketers must evaluate sponsorship opportunities based on exposure, audience reach, and return on investment (ROI). - Activating a sponsorship through strategic promotions and experiences enhances its value and impact.	<i>Students will consider...</i> - What makes a sponsorship successful for both the sponsor and the property being sponsored? - How do marketers choose sponsorship opportunities that align with their brand and goals? - Why is ROI an important factor in evaluating sponsorship effectiveness? - How can brands creatively activate sponsorships to increase visibility and audience engagement?
Learning Targets		
<i>Students will...</i> - Identify the benefits of sponsorships to the sponsor and the endorser. - Explain endorsements and their restrictions. - Demonstrate how sponsorships and endorsements are used as a tool in the promotional mix by sports and entertainment organizations. - Determine how sponsorships and endorsements are secured.		
Unit Duration:		
5 weeks		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
4 Weeks	Sports and Entertainment Marketing Foundations	Sports & Entertainment Marketing 5E Kaser's 4th Edition - Chapter 1 - What is Sports and Entertainment Marketing? - Chapter 2 - Putting the Customer First	- Students will be able to differentiate between illegal activity and unethical practices in the sports and entertainment industry. - Students will be able to create sports and entertainment promotions that encompass the 4 Ps. - Students will be able to research current trends in the sports and entertainment industry. - Students will be able to explain how economic forces impact the sports and entertainment industry.	- Professional Football Franchise Project - SWOT Analysis Project - Marketing Mix Quiz - Marketing Basics Exam
4 Weeks	Market Research	Sports & Entertainment Marketing 5E Kaser's 4th Edition Chapter 5 - Marketing-Information Management	- Students will research and identify career opportunities in sports and entertainment marketing - Students will demonstrate how to expand their knowledge/marketability in a sports and marketing industry	- Professional Football Franchise Project - Market Research Project - Market Research Exam
5 Weeks	Promotions	Sports & Entertainment Marketing 5E Kaser's 4th Edition - Chapter 6 - The Product is Sports and Entertainment - Chapter 9 - Sport and Entertainment Promotion - Chapter 11 - Selling Sports and Entertainment	- Students will create sports and entertainment promotions using different media. - Students will be able to identify, explain, and create sales strategies for attracting groups to sports and entertainment venues. - Students will be able to defend sales strategies and promotions by using target market research.	- Professional Football Franchise Project - Professional Athlete Market Research - Selling and Promotion Exam

Sports and Entertainment Marketing

5 Weeks	Sponsorships and Endorsements	Sports & Entertainment Marketing 5E Kaser's 4th Edition - Chapter 10 - Promotional Planning - Chapter 15 - Scoring a Career	- Students will be able to identify the benefit of sponsorships to the sponsor - Students will be able to explain endorsements and their restrictions - Students will demonstrate how sponsorships and endorsements are used as a tool in the promotional mix by sports and entertainment organizations - Students will be able to determine how sponsorships and endorsements are secured	- Professional Football Franchise Project - Sponsorships and Endorsements Exam - Sponsorships & Endorsements Project
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Proficiency Scales for Sports and Entertainment Marketing

Grade Level/Course: Sports and Entertainment Marketing	Standard: ● MBA Research Standards ○ PD: 051, 107, 115 ○ MK: 001, 012, 024 Domain: Sports and Entertainment Marketing Foundations
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	● Marketing Basics Exit Ticket ● Marketing Foundations Exit Ticket ● Create a fantasy football franchise ● Create logo and marketing mix for franchise ● Create a mini promotional campaign using 4 P's of marketing
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. ● Clearly explain the difference between illegal and unethical practices, with relevant examples and industry impact. ● Create a full promotion plan that thoughtfully uses all 4 Ps and connects to a target market. ● Explains current trends and how they influence marketing or consumer behavior ● Analyzes economic forces and explains how they impact the industry with specific examples.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Identifies illegal vs. unethical practices with basic explanation or example. ● Includes all 4 Ps in a promotion plan with general understanding. ● Identifies trends and connects them to marketing in a simple way. ● Describes economic forces and gives general examples of their impact.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Recognizes examples of illegal and unethical practices. ● Names the 4 Ps in a promotion. ● Recognizes current trends in the industry. ● Identifies basic economic terms related to the industry.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Sports and Entertainment Marketing

Grade Level/Course: Sports and Entertainment Marketing	Standard: - MBA Research Standards - IM: 001, 010, 184, 245, 246, 247, 249 Domain: Market Research
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Conduct a mock focus group - Perform market research on fantasy football players - Present slideshow that communicates market research findings - Analyze consumer behavior to determine target market
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Use a variety of research methods including surveys, focus groups, and interviews to gather both qualitative and quantitative data - Break down complex data sets and identify patterns and trends related to consumer behavior, preferences, and market conditions in the sports and entertainment industry - Research findings to inform decisions such as target audience identification, product development, pricing strategies, and event planning in sports and entertainment marketing campaigns. - Communicate research results effectively using data visualizations (charts, graphs) and clear written or verbal summaries, demonstrating a deep understanding of how research influences decision-making. - Provide specific recommendations based on research insights, such as audience segmentation strategies, event promotion tactics, or fan engagement activities, with a clear justification supported by data.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Gather data using simple methods (e.g., basic surveys or social media polls) - Find basic trends in data (examples: which products are most popular, who engages with certain content) but may struggle to deeply analyze or explain complex patterns or nuances. - Use research insights to inform decisions, such as selecting target demographics or suggesting improvements - Summarize research findings but may have difficulty explaining them clearly or may lack data visualization skills - Offer basic suggestions based on market research with reasoning for the recommendations	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Conduct limited market research using only secondary data and not primary data - Recognize basic data or trends - Present research data, just by recapping what was recorded - Offer basic suggestions	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Sports and Entertainment Marketing	Standard: • MBA Research Standards ○ PR:001, 002, 003, 177, 240 Domain: Promotions
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	• Design a promotional flyer or poster for event • Compare two real-world promotional campaigns and explain which was more effective and why • Write a press release announcing a celebrity appearance at a sporting event. • Design a sales promotion (e.g., giveaway, contest, discount) to increase ticket sales • Create a 30-second video or script for a radio or YouTube ad promoting an event • Present a mock pitch to a brand seeking to promote through a sports or entertainment partnership
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. • Create sports and entertainment promotions using different media. • Identify, explain, and create sales strategies for attracting groups to sports and entertainment venues. • Applies target market research to justify and refine promotions and sales strategies.	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. • Create sports and entertainment promotions. • Identify and explain sales strategies for attracting groups to sports and entertainment venues. • Defend sales strategies and promotions by using target market research.	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. • Use promotion templates to create a sports and entertainment promotion. • Identify sales strategies for attracting groups to sports and entertainment venues.	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Sports and Entertainment Marketing

Grade Level/Course: Sports and Entertainment Marketing	Standard: - MBA Research Standards - MP:001, 003, 037, 038 Domain: Sponsorships
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Identify and analyze a current sports or entertainment sponsorship, explaining benefits for both parties - Create a sponsorship proposal for fantasy football franchise - Evaluate how a brand's values align (or conflict) with a specific athlete or entertainer it sponsors - Sports and Entertainment Influential Figure Project
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Explains how both sponsors and endorsers benefit, with relevant examples. - Describes how endorsement restrictions affect marketing decisions. - Shows how sponsorships and endorsements support goals within the promotional mix. - Outlines and evaluates the process of securing sponsorships and endorsements.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Identify the benefits of sponsorships to the sponsor and the endorser. - Identify endorsement restrictions. - Demonstrate how sponsorships and endorsements are used as a tool in the promotional mix by sports and entertainment organizations. - Determine how sponsorships and endorsements are secured.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Identify the benefits of sponsorships to the sponsor and the endorser. - Identify endorsement principles.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Video Editing and Broadcast Essentials Course Overview	
Grade level(s): 10-12	Credits earned: .5 Prerequisite: Visual Design Essentials or Instructor Approval
Course Description	
Dive into the exciting world of video production with this hands-on curriculum designed to equip students with essential technical skills. Through a series of engaging projects, you'll explore video editing techniques using industry-leading software. Students will create a range of content, including commercials, how-to videos, short films, public service announcements (PSAs), and marketing campaigns. Additionally, you'll get an introduction to working with special effects, enhancing your storytelling abilities. Learn to work with state-of-the-art AV & broadcast equipment, including a variety of video cameras, microphones, etc.... No prior experience is necessary—just bring your creativity and enthusiasm!	
Transfer Goals/Big Ideas	
<i>Students will be able to independently use their learning to...</i> • Creative Storytelling & Communication • Technical Proficiency with Media Tools • Collaboration & Teamwork • Adaptability & Problem-Solving • Project Management & Time Organization	
Priority Missouri Learning Standards/National Standards	
MO Desktop Publishing , 2022 • Typography Concepts 2 - 3, 7 - 10 • Managing Images 1, 3	MO Multimedia , 2022 • Foundational Concepts 1, 2 - 7 • Foundations of Communication 1 - 4 • Media Files 1 - 6 • Electronic Presentations 1 - 7 • Managing Images 1 - 3, 5 • Audio 2 - 5 • Video 1 - 9, 11 • Animation 3 • Workplace Readiness 1 - 2, 8

Unit 1 - Video Editing Foundations

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Desktop Publishing, 2022 • Typography Concepts 2 - 3, 7 - 10 • Managing Images 1, 3 MO Multimedia, 2022 • Foundational Concepts 1, 2 - 7 • Foundations of Communication 1 - 4 • Media Files 1 - 6 • Electronic Presentations 1 - 7 • Managing Images 1 - 3, 5 • Audio 2 - 5 • Video 1 - 9, 11 • Animation 3 • Workplace Readiness 1 - 2, 8	<i>Students will understand that...</i> • Video editing is a creative process that shapes narrative, pacing, and emotion to communicate a story or message effectively • Mastering technical tools and software is crucial for achieving high-quality video productions and professional results • Sound design, including dialogue, music, and sound effects, plays a critical role in enhancing the impact of the visuals and the overall narrative. • NLE systems offer creative flexibility and efficiency by allowing editors to work with clips in any order, facilitating quick changes and experimentation. • Effective organization of media files, including naming conventions and folder structures, is essential for streamlining the editing process and avoiding confusion during complex projects • Understanding the fundamentals of interviewing—such as preparation, crafting open-ended questions, active listening, and fostering a rapport with the interviewee—forms the foundation for obtaining insightful, authentic, and engaging content	<i>Students will consider...</i> • How do the basic principles of video editing (cutting, sequencing, and transitions) contribute to creating a cohesive story? • What role does sound design play in video editing, and how do audio elements enhance the overall video experience? • How can editing software tools be used to manipulate video footage and achieve specific effects or styles? • Why is attention to detail important in video editing, and how can small edits improve the final product? • What is the process for exporting and preparing video files for distribution across different platforms?
Learning Targets		
<i>Students will...</i> • Edit video footage to create a smooth and cohesive final product that effectively communicates the intended message. • Apply sound design techniques to enhance the audio, ensuring clarity and consistency throughout the video. • Utilize editing software tools to perform advanced edits, including transitions, color correction, and audio adjustments, with confidence and precision. • Pay attention to detail, catching and correcting minor errors to ensure a polished and professional final product. • Export and optimize video files for different platforms, ensuring compatibility and high-quality playback across various devices.		
Unit Duration:		
4-6 weeks		

Unit 2 - Video Production and Design

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Desktop Publishing, 2022 • Typography Concepts 2 - 3, 7 - 10 • Managing Images 1, 3 MO Multimedia, 2022 • Foundational Concepts 1, 2 - 7 • Foundations of Communication 1 - 4 • Media Files 1 - 6 • Electronic Presentations 1 - 7 • Managing Images 1 - 3, 5 • Audio 2 - 5 • Video 1 - 9, 11 • Animation 3 • Workplace Readiness 1 - 2, 8	<i>Students will understand that...</i> • Effective video production is rooted in the ability to tell a compelling story, using visuals, sound, and editing techniques to engage the audience and convey a message. • Successful video production requires both technical skills (camera work, lighting, audio, etc.) and creative decision-making, with each element contributing to the overall aesthetic and effectiveness of the video • The planning phase, including storyboarding, scripting, and budgeting, is crucial to a smooth production process and ultimately ensures the quality of the final product. • Video production is a collaborative effort, where each team member's role contributes to achieving a cohesive final piece. • Understanding of the tools and equipment used in video production—cameras, lighting, microphones, and editing software—is essential for executing the creative vision and ensuring high-quality output	<i>Students will consider...</i> • How do different types of video production (commercials, PSAs, short films) require different approaches in terms of design, audience, and messaging? • What are the key factors in setting up a successful video shoot, including camera angles, lighting, and audio? • How does visual storytelling differ from written storytelling, and how can design elements like shot composition, color, and lighting enhance the narrative? • What role do special effects, graphics, and animation play in video production, and when should they be used to enhance the content? • How do you ensure a consistent style and tone throughout the entire video production process, from pre-production to final edits?
Learning Targets		
<i>Students will...</i> • Plans and organizes video shoots by considering camera angles, lighting, and audio setup to create high-quality content. • Demonstrates advanced video production techniques (e.g., special effects, advanced shot composition) to enhance storytelling and viewer engagement. • Creates targeted video content that aligns with project goals (e.g., commercial, PSA, short film), effectively reaching the intended audience. • Applies design principles (e.g., color theory, composition, visual hierarchy) to optimize viewer engagement and convey the desired message. • Collaborates with the team to coordinate tasks and ideas, contributing creatively to the production process for a successful outcome.		
Unit Duration:		
10-12 weeks		

<i>Learning Plan</i>				
Week(s)	Topic	Learning Targets	Resources/Texts	Assessment
4 - 6 weeks	Video Editing Foundations	• Edits video footage to create a smooth and cohesive final product that effectively communicates the intended message. • Applies sound design techniques to enhance the audio, ensuring clarity and consistency throughout the video. • Utilizes editing software tools to perform advanced edits, including transitions, color correction, and audio adjustments, with confidence and precision. • Pays attention to detail, catching and correcting minor errors to ensure a polished and professional final product. • Exports and optimizes video files for different platforms, ensuring compatibility and high-quality playback across various devices.	• ASB Classroom • GMetrix	• Quizzes • Various video projects
10 - 12 weeks	Video Production	• Plans and organizes video shoots by considering camera angles, lighting, and audio setup to create high-quality content. • Demonstrates advanced video production techniques (e.g., special effects, advanced shot composition) to enhance storytelling and viewer engagement. • Creates targeted video content that aligns with project goals (e.g., commercial, PSA, short film), effectively reaching the intended audience. • Applies design principles (e.g., color theory, composition, visual hierarchy) to optimize viewer engagement and convey the desired message. • Collaborates with the team to coordinate tasks and ideas, contributing creatively to the production process for a successful outcome.	• ASB Classroom • GMetrix	• Quizzes • Various video projects

Proficiency Scales for Video Editing and Broadcast Essentials

Grade Level/Course: Video Editing and Broadcast Essentials	Standard: - MO Desktop Publishing, 2022 - Typography Concepts 2 - 3, 7 - 10 - Managing Images 1, 3 Domain: Video Editing Foundations	- MO Multimedia, 2022 - Foundational Concepts 1, 2 - 7 - Foundations of Communication 1 - 4 - Media Files 1 - 6 - Electronic Presentations 1 - 7 - Managing Images 1 - 3, 5 - Audio 2 - 5 - Video 1 - 9, 11 - Animation 3 - Workplace Readiness 1 - 2, 8
Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Import and assemble a simple video clip>Create a short montage with transitions - Import and assemble a simple video clip - Add background music and sound effects to a silent video - Design an opening title and end credits - Apply basic color correction and grading - Edit a sequence for continuity - Record and add voiceover narration
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Edits video footage to create a smooth and cohesive final product that effectively communicates the intended message. - Applies sound design techniques to enhance the audio, ensuring clarity and consistency throughout the video. - Utilizes editing software tools to perform advanced edits, including transitions, color correction, and audio adjustments, with confidence and precision. - Pays attention to detail, catching and correcting minor errors to ensure a polished and professional final product. - Exports and optimizes video files for different platforms, ensuring compatibility and high-quality playback across various devices.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Edits video footage to create a cohesive product, demonstrating an understanding of basic narrative structure. - Adjusts audio levels to improve sound quality, balancing audio for clearer and more impactful communication. - Uses editing software tools effectively to perform basic tasks like trimming and adding transitions. - Demonstrates attention to detail, refining the video to enhance its overall quality and coherence. - Exports video files in appropriate formats, ensuring compatibility with basic platform requirements.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Edits video footage to create a basic video, working toward a clear and cohesive narrative. - Adjusts audio elements to enhance the sound, ensuring better balance and clarity. - Uses editing software tools to complete basic tasks like trimming and editing, becoming more confident in editing functions. - Pays attention to details during editing, improving the overall quality of the video as they progress. - Exports video files in appropriate formats, learning how to optimize for different platforms and devices.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Video Editing and Broadcast Essentials

Grade Level/Course: Video Editing and Broadcast Essentials	Standard: - MO Desktop Publishing, 2022 - Typography Concepts 2 - 3, 7 - 10 - Managing Images 1, 3 Domain: Video Production and Design	- MO Multimedia, 2022 - Foundational Concepts 1, 2 - 7 - Foundations of Communication 1 - 4 - Media Files 1 - 6	- Electronic Presentations 1 - 7 - Managing Images 1 - 3, 5 - Audio 2 - 5 - Video 1 - 9, 11 - Animation 3 - Workplace Readiness 1 - 2, 8
Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")	
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Students will develop a clear and creative concept for a short video project - Students will visualize their video through a storyboard and technical planning - Students will demonstrate camera handling and composition techniques. - Students will record clear audio using external mics - Students will collaborate to film a short scripted scene - Students will edit footage to create a cohesive video - Students will integrate graphics and text into their video - Students will apply color grading and sound adjustments - Students will reflect on their creative and technical learning process - Import, organize, and edit footage using video editing software - Add title cards, lower thirds, and end credits using design principles - Practice capturing shots using techniques such as rule of thirds, depth of field, and framing	
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Plans and organizes video shoots by considering camera angles, lighting, and audio setup to create high-quality content. - Demonstrates advanced video production techniques (e.g., special effects, advanced shot composition) to enhance storytelling and viewer engagement. - Creates targeted video content that aligns with project goals (e.g., commercial, PSA, short film), effectively reaching the intended audience. - Applies design principles (e.g., color theory, composition, visual hierarchy) to optimize viewer engagement and convey the desired message. - Collaborates with the team to coordinate tasks and ideas, contributing creatively to the production process for a successful outcome.		
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Plans and organizes video shoots with attention to key production elements, ensuring the necessary setups are in place for an effective shoot. - Demonstrates video production techniques by applying basic shot composition and visual enhancements to support the project's narrative. - Creates video content that meets project goals, effectively addressing the intended message and audience. - Applies design principles in video production, showing awareness of composition, lighting, and visual appeal to enhance viewer engagement. - Collaborates with the team, contributing to the project and communicating ideas clearly to ensure progress and success.		
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Plans and organizes video shoots, identifying key production elements and setting up equipment to begin the production process. - Demonstrates foundational video production techniques, experimenting with shot composition and production elements to support storytelling. - Creates video content that begins to address project goals, focusing on developing ideas and narrative structure. - Applies basic design principles in video production, experimenting with composition and visual choices to enhance the viewer's experience. - Collaborates with the team, sharing ideas and contributing creatively to the production, learning to coordinate tasks within the group.		
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.		

Visual Design Essentials

Course Overview

Grade level(s): 9-12
Credits earned: .5
Prerequisite: Computer Applications or Instructor Approval

Course Description

Through an exciting activity-based curriculum, students will explore key image editing and illustration techniques. Students will learn how to use industry leading software to manipulate photos, create graphic images, and design professional documents and files for various media platforms. Projects include creating posters, flyers, and banners that reflect today's industry standards. Additionally, students will be introduced to vector graphics expanding their design capabilities across both raster and vector-based applications.

Transfer Goals/Big Ideas

Students will be able to independently use their learning to...

- Apply industry-standard design techniques
- Communicate visually with purpose
- Adapt design skills to multiple media formats
- Solve and create challenges using technology
- Demonstrate professional responsibility with regard to adherence to deadlines

Priority Missouri Learning Standards/National Standards
MO Multimedia, 2022

- Media Files 1-6
- Electronic Presentations 1-6
- Managing Images 1-7

MO Desktop Publishing, 2022

- Foundational Concepts 1-2, 4, 6-7
- Design Concepts 1-4, 6-8
- Typography Concepts 1-10
- Managing Images 3-10

Unit 1 - Foundations of Digital Design: Mastering the Tools

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Multimedia, 2022 - Media Files 1-6 - Electronic Presentations 1-6 - Managing Images 1-7 MO Desktop Publishing, 2022 - Foundational Concepts 1-2, 4, 6-7 - Design Concepts 1-4, 6-8 - Typography Concepts 1-10 - Managing Images 3-10	<i>Students will understand that...</i> - Digital tools are extensions of creativity - Design software is a toolbox, not a limitation - File formats, resolution, and workspace settings impact the final output - Precision and efficiency in digital workflows matter	<i>Students will consider...</i> - How do digital tools enhance creativity, and how can designers avoid letting software limitations restrict their ideas? - In what ways do file formats, resolution, and workspace settings affect the quality and usability of a final design? - How can designers work efficiently and precisely within design software to streamline their creative process? - What strategies can be used to choose the right digital tools and techniques for a specific design project? - How does understanding the technical aspects of digital design (such as layers, masks, and vector vs. raster graphics) improve the overall effectiveness of a project?
Learning Targets		
<i>Students will...</i> - Identify and navigate the primary tools in industry-standard digital design software - Demonstrate proficiency in the use of layers, selection tools, and basic shape manipulation - Understand the difference between various file formats and organize design files effectively for easy access and collaboration - Save and export design files in appropriate formats for print and digital use - Apply typographic principles (e.g., alignment, line spacing, hierarchy) in digital design. - Apply basic image editing techniques (e.g., cropping, resizing, retouching) to enhance visuals for design projects. - Use adjustment layers and filters for creative effects and refinements. - Create and manage multiple artboards or canvases within a single file for efficient design production		
Unit Duration:		
10 -12 Weeks		

Unit 2 - Visual Communication: Design with Impact

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Multimedia, 2022 - Media Files 1-6 - Electronic Presentations 1-6 - Managing Images 1-7 MO Desktop Publishing, 2022 - Foundational Concepts 1-2, 4, 6-7 - Design Concepts 1-4, 6-8 - Typography Concepts 1-10 - Managing Images 3-10	<i>Students will understand that...</i> - Visual design is a powerful form of communication that conveys messages, emotions, and values without words. - Every design choice—color, typography, layout—impacts how a message is received. - Every design decision should be intentional and aligned with the message and audience. Clarity, consistency, and strategic use of design elements enhance impact. - Designers use contrast, scale, spacing, and alignment to direct the viewer's eye and emphasize key information. - Designers have a responsibility to communicate honestly and ethically. - Misleading visuals, appropriation, or poor accessibility can damage credibility and impact audiences negatively.	<i>Students will consider...</i> - How do colors, typography, and layout influence the way a message is perceived by an audience? - What strategies can designers use to create clear, consistent, and impactful visual communication? - How can contrast, scale, spacing, and alignment be used to guide a viewer's attention and emphasize key elements in a design? - What ethical responsibilities do designers have when creating visual content, and how can misleading or inaccessible designs negatively affect an audience? - How can a designer ensure that every design choice is intentional and effectively communicates the intended message to the target audience?
Learning Targets		
<i>Students will...</i> - Create designs that effectively convey a clear message using the principles of design. - Identify and analyze how design choices impact an audience's emotions and behavior. - Demonstrate how visual elements (color, typography, imagery, layout) influence communication and perception. - Can create designs that effectively convey a clear message using the principles of design.		
Unit Duration:		
4-6 Weeks		

Unit 3 - Designing Across Media Platforms: Versatile Creativity

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Multimedia, 2022 - Media Files 1-6 - Electronic Presentations 1-6 - Managing Images 1-7 MO Desktop Publishing, 2022 - Foundational Concepts 1-2, 4, 6-7 - Design Concepts 1-4, 6-8 - Typography Concepts 1-10 - Managing Images 3-10	<i>Students will understand that...</i> - Design principles are universal across media platforms - Creativity thrives in versatile environments - Design choices on different media platforms can shape how a brand or message is perceived by an audience - Technology, software, and digital tools serve as resources that aid creativity - Being versatile in creativity involves adapting and experimenting with different tools, formats, and styles, and that this flexibility is essential for professional success in the design industry	<i>Students will consider...</i> - What tools and techniques are essential for creating designs that work seamlessly across multiple platforms? - How can designers use creativity and innovation to solve design problems across varying platforms and formats? - In what ways do audience, context, and purpose influence design choices across various media? - What role does storytelling play in visual design across various media formats? - How can design principles be adapted and applied across different media platforms?
Learning Targets		
<i>Students will...</i> - Create Visual Designs and explain the importance of designing across various media platforms - Import files and images from various sources - Edit and manipulate images - Demonstrate proficiency in using design software (e.g., Adobe Illustrator, Photoshop, Canva, Pixlr, Photopea, Picsart, ChatGPT) to create designs for various media formats, including digital and print.		
Unit Duration:		
2 Weeks		

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
10-12 Weeks	Foundations of Digital Design - Mastering the Tools	- Adobe Photoshop - GMetrix - Adobe Photoshop CC lessons	- Identify and navigate the primary tools in industry-standard digital design software - Demonstrate proficiency in the use of layers, selection tools, and basic shape manipulation - Understand the difference between various file formats and organize design files effectively for easy access and collaboration - Save and export design files in appropriate formats for print and digital use - Apply typographic principles (e.g., alignment, line spacing, hierarchy) in digital design. - Apply basic image editing techniques (e.g., cropping, resizing, retouching) to enhance visuals for design projects. - Use adjustment layers and filters for creative effects and refinements. - Create and manage multiple artboards or canvases within a single file for efficient design production	- Edit a portrait photo to improve its quality. Use tools like the Spot Healing Brush, Clone Stamp, and the Adjustment Layers (Brightness/Contrast, Levels, Hue/Saturation) to retouch the photo and enhance the image. - Design a simple logo using basic shapes (rectangles, ellipses, polygons) and the Pen Tool. Experiment with the Color Picker and Layer Styles to create a polished design. - Create a surreal photo manipulation. Combine at least two separate images (e.g., a landscape and a person) and blend them together seamlessly using masking techniques and adjustment layers. - Given a series of photos with varying color temperatures, use the Adjustment Layers (Curves, Levels, Color Balance) to correct the colors and give the images a consistent look. - Create a digital collage by combining different images and using Photoshop's blending options and masking techniques. Ensure that the composition feels cohesive despite the variety of sources. - Take an old, damaged photograph and restore it by removing scratches, stains, and discoloration using tools like the Healing Brush, Clone Stamp, and Color Correction techniques.
4-6 Weeks	Visual Communication - Design with Impact	- Adobe Photoshop - Adobe Education - Various projects	- Create designs that effectively convey a clear message using the principles of design - Identify and analyze how design choices impact an audience's emotions and behavior - Demonstrate how visual elements (color, typography, imagery, layout) influence communication and perception	- Design a poster for a fictional community event - Design a magazine cover for a new publication in a specific genre (fashion, technology, health). - Create a poster for a fictional school event (e.g., a talent show, charity event, or sports game) using strong visual communication techniques - Choose a well-known brand and redesign its logo using Photoshop to reflect a new, modern aesthetic or a different target audience.

Visual Design Essentials

			Can create designs that effectively convey a clear message using the principles of design	- Create an informative and visually engaging infographic that explains a topic (e.g., the steps of a process, the benefits of an idea, or a comparison of two concepts). - Design an album cover for a fictional band or music artist, conveying the genre and emotion of the music through strong visuals.
1-2 Weeks	Designing Across Media Platforms - Versatile Creativity	- Canva.com - Pixlr.com - Photopea - Adobe Education	- Create visual designs and explain the importance of designing across various media platforms - Import files and images from various sources - Edit and manipulate images - Demonstrate proficiency in using design software (e.g., Adobe Illustrator, Photoshop, Canva, Pixlr, Photopea, Picsart, ChatGPT) to create designs for various media formats, including digital and print.	- Design a logo, color scheme, and font set for a fictional brand. - Design a poster for a fictional concert, exhibition, or community event, then design accompanying collateral like a flyer or a banner that would be used for physical distribution. - Design an ecommerce website banner showcasing a new product or seasonal sale. Focus on layout, typography, and imagery that enhances the user experience. - Design a magazine cover for a youth culture or lifestyle magazine. Include a headline, subheadline, and cover image, as well as a consistent style - Create a surreal photo manipulation collage by combining multiple images. Experiment with blending modes, filters, and custom brushes to create a unique visual story. - Design an album cover for an artist or band, focusing on creativity, genre, and visual storytelling.

Proficiency Scales for Visual Design Essentials

Grade Level/Course: Visual Design	Standard: Graphic Arts - MO Multimedia, 2022 - Media Files 1-6 - Electronic Presentations 1-6 - Managing Images 1-7 Domain: Foundations of Digital Design: Mastering the Tools	- MO Desktop Publishing, 2022 - Foundational Concepts 1-2, 4, 6-7 - Design Concepts 1-4, 6-8 - Typography Concepts 1-10 - Managing Images 3-10
Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	- Edit a portrait photo to improve its quality. Use tools like the Spot Healing Brush, Clone Stamp, and the Adjustment Layers (Brightness/Contrast, Levels, Hue/Saturation) to retouch the photo and enhance the image. - Design a simple logo using basic shapes (rectangles, ellipses, polygons) and the Pen Tool. Experiment with the Color Picker and Layer Styles to create a polished design. - Create a surreal photo manipulation. Combine at least two separate images (e.g., a landscape and a person) and blend them together seamlessly using masking techniques and adjustment layers. - Given a series of photos with varying color temperatures, use the Adjustment Layers (Curves, Levels, Color Balance) to correct the colors and give the images a consistent look. - Create a digital collage by combining different images and using Photoshop’s blending options and masking techniques. Ensure that the composition feels cohesive despite the variety of sources. - Take an old, damaged photograph and restore it by removing scratches, stains, and discoloration using tools like the Healing Brush, Clone Stamp, and Color Correction techniques.
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. - Applies techniques to meet technical and aesthetic expectations - Effectively use design software (e.g., Adobe Illustrator, Photoshop, InDesign) to create a variety of visual projects. - Apply advanced techniques such as layer management, vector design, photo manipulation, and typography with confidence. - Produce designs that are polished, visually appealing, and aligned with design principles (contrast, balance, hierarchy, etc.). - Problem-solve complex design challenges independently. - Demonstrate a deep understanding of file types, resolution, color modes, and output settings. - Show creativity and innovation in the use of digital tools for design.	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. - Uses common tools effectively in structured design tasks - Makes purposeful edits and adjustments - Applies basic design features like color, type, and shapes - Arranges and aligns elements with intent and structure	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. - Identifies tool icons and basic functions - Creates simple designs using shape, text, and image tools - Begins organizing content with layers or artboards - Makes basic adjustments such as size, position, or color	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Grade Level/Course: Visual Design	Standard: Graphic Arts - MO Multimedia, 2022 - Media Files 1-6 - Electronic Presentations 1-6 - Managing Images 1-7 Domain: Visual Communication: Design with Impact	- MO Desktop Publishing, 2022 - Foundational Concepts 1-2, 4, 6-7 - Design Concepts 1-4, 6-8 - Typography Concepts 1-10 - Managing Images 3-10
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	- Design a poster for a fictional community event - Design a magazine cover for a new publication in a specific genre (fashion, technology, health). - Create a poster for a fictional school event (e.g., a talent show, charity event, or sports game) using strong visual communication techniques - Choose a well-known brand and redesign its logo using Photoshop to reflect a new, modern aesthetic or a different target audience. - Create an informative and visually engaging infographic that explains a topic (e.g., the steps of a process, the benefits of an idea, or a comparison of two concepts). - Design an album cover for a fictional band or music artist, conveying the genre and emotion of the music through strong visuals.
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. - Design communicates the message but may have some unclear or weak areas. - Some design elements (color, typography, imagery) may not work together cohesively. - There may be minor issues with layout, organization, or visual appeal. - The design is functional but lacks originality or fails to fully enhance the message.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. - Design communicates the message but may have some unclear or weak areas. - Arranges elements to guide the viewer's eye - Uses basic principles to support meaning (e.g., balance, emphasis) - Experiments with layout, color, or type to improve clarity - Selects visuals that relate to the message	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. - Identifies basic design elements and principles - Uses shapes, color, and type to represent an idea - Begins organizing elements with purpose - Expresses a message visually using fundamental techniques	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Visual Design Essentials

Grade Level/Course: Visual Design	Standard: Graphic Arts - MO Multimedia, 2022 - Media Files 1-6 - Electronic Presentations 1-6 - Managing Images 1-7 Domain: Designing Across Media Platforms: Versatile Creativity	- MO Desktop Publishing, 2022 - Foundational Concepts 1-2, 4, 6-7 - Design Concepts 1-4, 6-8 - Typography Concepts 1-10 - Managing Images 3-10
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	- Design a logo, color scheme, and font set for a fictional brand. - Design a poster for a fictional concert, exhibition, or community event, then design accompanying collateral like a flyer or a banner that would be used for physical distribution. - Design an ecommerce website banner showcasing a new product or seasonal sale. Focus on layout, typography, and imagery that enhances the user experience. - Design a magazine cover for a youth culture or lifestyle magazine. Include a headline, subheadline, and cover image, as well as a consistent style - Create a surreal photo manipulation collage by combining multiple images. Experiment with blending modes, filters, and custom brushes to create a unique visual story. - Design an album cover for an artist or band, focusing on creativity, genre, and visual storytelling.
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. - Can adapt design concepts seamlessly from one medium to another (e.g., print, web, social media, digital, etc.) while maintaining a cohesive visual identity and meeting specific medium requirements. - Shows excellent understanding of how to modify elements (e.g., color schemes, typography, composition) to fit the needs of different platforms without compromising creativity or functionality. - Designs reflect a professional level of polish and creativity. - Demonstrates clear and thoughtful rationale for design decisions when adapting to different platforms.	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. - Understands the basic differences and similarities between media platforms and can make reasonable adjustments to designs for different formats. - Has a general understanding of how to adjust elements (e.g., resizing images, changing text formatting, adapting layout) to work across media, - Designs are visually effective Can articulate basic reasons for design choices	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. - Identifies differences in media platform requirements - Uses appropriate dimensions or file types for simple tasks - Creates a basic version of a design for more than one format - Demonstrates early awareness of layout and content adaptation	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Web Design <i>Course Overview</i>	
Grade level(s): 10-12	Credits earned: .5
Course Description	
This course introduces the key principles and practices involved in designing visually appealing and functional websites. Students will cover topics from design theory and user experience (UX) to hands-on technical skills like HTML, CSS, and WYSIWYG (What You See Is What You Get) programs. Students will learn how to create websites that are both aesthetically pleasing and optimized for performance across various devices and platforms.	
Transfer Goals	
<i>Students will be able to independently use their learning to...</i> • Communicate ideas clearly and effectively using digital tools and visual media. • Apply logic, structure, and problem-solving to real-world challenges. • Demonstrate digital literacy by navigating and adapting to new technologies. • Organize and manage complex tasks through planning, iteration, and attention to detail. • Critically evaluate and choose the best tools or methods to complete a task effectively. • Collaborate and communicate professionally when sharing creative or technical work. • Manage time effectively and stay organized to meet project deadlines and balance multiple tasks.	
Priority Missouri Learning Standards/National Standards	
MO Web Design, 2022 • Introductory Principles 1 - 2, 4 - 5 • Website Design 1 - 5, 9 • Image Creation and Manipulation 1 - 7 • Page Creation 2 • Web Creation 1, 3 - 4 • Web Page Management 5 • Workplace Readiness 1, 3 - 5, 7 - 8	



Unit 1: HTML and CSS

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Web Design, 2022 • Introductory Principles 1 - 2, 4 - 5 • Website Design 1 - 5, 9 • Image Creation and Manipulation 1 - 7 • Page Creation 2 • Web Creation 1, 3 - 4 • Web Page Management 5 • Workplace Readiness 1, 3 - 5, 7 - 8	<i>Students will understand that...</i> • HTML provides the structural framework for web pages, determining content layout and organization • Proper use of tags is essential for building functional and accessible websites. • CSS controls the presentation of HTML content, allowing for the creation of responsive, visually consistent designs • CSS properties, selectors, and the box model is crucial for effective design. • Designing a website is a process that involves planning, experimenting, testing, and refining to achieve optimal functionality and aesthetics • Using consistent layout styles, typography, and colors creates a cohesive user experience, which is vital for navigation, readability, and engagement.	<i>Students will consider...</i> • How do HTML and CSS work together to structure and style a webpage? • What are the key elements and tags in HTML, and how do they contribute to creating a functional webpage? • How do CSS properties and selectors control the appearance and layout of HTML elements? • How do you ensure that your webpage is responsive and looks good across different devices (desktop, tablet, mobile)? • How do you troubleshoot and debug common issues in HTML and CSS coding, such as misplaced tags or style conflicts?
Learning Targets		
<i>Students will...</i> • Structure websites using HTML coding, providing an intuitive user experience; using elements such as h1-h6 tags, text formatting tags, paragraph tags, hyperlinks, and image tags. • Use CSS to style websites by using styling techniques, such as changing text colors, font styling, backgrounds, borders and padding, layouts and positioning,		
Unit Duration:		
6-8 Weeks		



Unit 2: Designing a website using a WYSIWYG Program

Desired Results

Standards	Enduring Understandings	Essential Questions
MO Web Design, 2022 - Introductory Principles 1 - 2, 4 - 5 - Website Design 1 - 5, 9 - Image Creation and Manipulation 1 - 7 - Page Creation 2 - Web Creation 1, 3 - 4 - Web Page Management 5 - Workplace Readiness 1, 3 - 5, 7 - 8	<i>Students will understand that...</i> - Visual design tools help streamline the website creation process, but understanding design principles and structure is essential for building effective, user-friendly websites. - Images and digital assets must be optimized and appropriately formatted to enhance visual appeal, accessibility, and performance across devices and browsers. - A successful website balances visual layout with functionality, requiring designers to think critically about navigation, consistency, and audience needs. - WYSIWYG programs are valuable tools for visual learners and designers, but it is also essential to understand the underlying HTML/CSS to troubleshoot issues and ensure code accuracy. - Time management, collaboration, and clear communication are essential for meeting project deadlines and working effectively in a professional design environment.	<i>Students will consider...</i> - How do WYSIWYG programs simplify the web design process compared to writing code by hand? - What are the advantages and limitations of using a WYSIWYG program for designing websites? - How can you create a professional and visually appealing web page using the design tools and features available in a WYSIWYG program? - How do you optimize the performance of a webpage built in a WYSIWYG program, including loading speed and responsiveness? - How do you export and publish a website created with a WYSIWYG program to make it accessible on the web? - What makes a website both visually appealing and easy to use, and how do design decisions impact the user experience?

Learning Targets

Students will...

- Creates visually appealing and functional web pages using a WYSIWYG editor.
- Organizes content, applies design principles, and ensures user-friendly navigation.
- Uses advanced formatting, embeds media, and customizes layouts to enhance engagement.
- Demonstrates an understanding of accessibility and responsive design best practices.

Unit Duration:

10-12 weeks

<i>Learning Plan</i>				
Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
Weeks 1–8	HTML & CSS	• GMetrix Brain Buffet ◦ Adobe Dreamweaver lessons • Code HS • Adobe Dreamweaver • Notepad	• Structure websites using HTML coding, providing an intuitive user experience; using elements such as h1-h6 tags, text formatting tags, paragraph tags, hyperlinks, and image tags. • Use CSS to style websites by using styling techniques, such as changing text colors, font styling, backgrounds, borders and padding, layouts and positioning, •	• Create a website homepage using HTML and CSS • Students will formulate code to produce different elements of a webpage • Students will view and edit their code using an HTML editing software program and web browser • Identify the purpose, audience, and audience needs for a website • Communicate with colleagues and clients throughout the project. • Demonstrate knowledge of basic project management concepts. • Demonstrate an understanding of the type of permissions required to use specific content. • Demonstrate an understanding of key technologies related to web design and development. • Demonstrate knowledge of basic design principles and best practices employed in the industry. • Create a new site with the appropriate settings • Navigate, organize, and customize the application workspace. • Use non-visible design tools in the interface to aid in project workflow. • Manage assets in a project. • Organize page structure. • Apply responsive and adaptive design concepts. • Organize and display content using HTML. • Apply table and semantic elements to describe content.

Web Design

				• Style a web page using CSS • Add interactivity using JavaScript • Prepare a project for publishing. • Publish a web site
Ongoing throughout the semester	Designing a website using a WYSIWYG program	• Adobe Dreamweaver • Canva • Various WYSIWYG programs	• Confidently creates visually appealing and functional web pages using a WYSIWYG editor. • Effectively organizes content, applies design principles, and ensures user-friendly navigation. • Uses advanced formatting, embeds media, and customizes layouts to enhance engagement. • Demonstrates an understanding of accessibility and responsive design best practices.	

Proficiency Scales for Web Design

Grade Level/Course: Web Design	Standard: ● MO Web Design ○ Introductory Principles 1-2, 4 ○ Web Site Design 1-10 ○ Image Creation and Manipulation 1-8 Domain: Intro to HTML and CSS	○ Page Creation 1-3 ○ Web Creation 1-4 ○ Web Page Management 4-11 ○ Workplace Readiness 1, 3 - 5, 7, 8
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Performance Level Descriptor	Success Criteria	Sample Tasks ("How can I assess this standard?")
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the "on target" success criteria.	● Create a homepage using HTML and CSS with headings, text, images, and links. ● Build a page layout using HTML sections and CSS for structure and spacing. ● Embed images or videos and adjust size and alignment with CSS. ● Add an interactive button using HTML and style it with CSS effects. ● Use a WYSIWYG editor to create a basic site and compare it to a hand-coded version. ● Apply design principles by using consistent fonts, colors, and spacing with CSS. ● Make the site mobile-friendly using responsive CSS techniques like media queries. ● Test and publish the site, checking layout, links, and file organization.
3 On Target	To achieve a 3, the "on target" (proficient) student meets all success criteria for the priority standard listed. ● Structures web content using semantic HTML tags (e.g., headings, paragraphs, links, images, lists) to create a clear and accessible layout. ● Uses external or embedded CSS to apply consistent styling across the page (e.g., color, font, background, borders, spacing, layout, and positioning). ● Designs with the end user in mind, creating pages with intuitive navigation, logical flow, and visual consistency. ● Demonstrates awareness of basic accessibility and responsive layout practices.	
2 In Progress	To achieve a 2, the "in progress" (basic) student meets all the success criteria below. ● Builds web pages using core HTML elements (headings, paragraphs, images, and links) to create readable content and a basic layout. ● Applies basic CSS styles (color, font, and background) using inline or embedded styles. ● Begins using layout tools (e.g., margins, alignment, spacing) to organize content visually. ● Recognizes how content organization and design affect user readability and flow.	
1 Getting Started	To achieve a 1, the "getting started" (below basic) meets all the success criteria below to show they are "getting started" toward the target goal. ● Adds and edits basic HTML content (text, headings, links, images) using a text editor or WYSIWYG interface. ● Applies very simple formatting (like font color or background) to improve visual interest. ● Identifies basic layout components (sections, navigation areas) and begins arranging content meaningfully. ● Explores how visual formatting and layout choices influence the look and usability of a web page.	
LND	The student's current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	

Web Design

Grade Level/Course: Web Design	Standard: - MO Web Design - Introductory Principles 1-2, 4, 6 - Web Site Design 1-10 Domain: Designing a website using a WYSIWYG program	- Image Creation and Manipulation 1-8 - Page Creation 1-3 - Web Creation 1-4 - Web Page Management 4-11
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Performance Level Descriptor	Success Criteria	Sample Tasks (“How can I assess this standard?”)
4 Advanced	To achieve a 4, the advanced student displays the application of the standard beyond the “on target” success criteria.	- Build a multi-page website with consistent navigation, headers, and footers. - Design a homepage using formatted text, images, and headings with clear layout. - Add and customize a navigation menu, ensuring all links work correctly. - Embed multimedia (e.g., video or image gallery) and adjust layout for visual balance. - Apply consistent styles using fonts, colors, backgrounds, and spacing tools. - Insert and configure a form, including labels and input fields. - Rearrange page sections (e.g., columns or layout blocks) for better organization. - Add accessibility features like alt text and readable font styles. - Preview the site on different screen sizes and adjust layout as needed. - Find and fix design issues, such as broken links or uneven formatting.
3 On Target	To achieve a 3, the “on target” (proficient) student meets all success criteria for the priority standard listed. - Builds multi-page websites with structured content and consistent layout across all pages. - Applies industry-standard design principles (alignment, contrast, repetition, proximity) to enhance usability and visual flow. - Embeds media, adjusts layout settings, and uses visual tools to customize design and engage users. - Incorporates responsive layout features and basic accessibility practices, ensuring the site works well across devices and user needs. - Organizes site content, manages assets, and maintains a clear page structure and navigation system.	
2 In Progress	To achieve a 2, the “in progress” (basic) student meets all the success criteria below. - Creates a basic web page (or single-page site) with organized content and layout blocks (e.g., headers, images, text sections, links). - Uses simple formatting tools (e.g., color, font, alignment) to improve visual clarity and content structure. - Begins using layout features to control spacing, sections, and media placement. - Experiments with navigation and media, working toward site consistency. - Starts applying basic design concepts (like contrast and alignment) to improve readability and user experience.	
1 Getting Started	To achieve a 1, the “getting started” (below basic) meets all the success criteria below to show they are “getting started” toward the target goal. - Adds and edits basic page elements (text, headings, images, links) using WYSIWYG tools. - Identifies page areas (e.g., header, body, footer) and places content within a simple structure. - Begins exploring text formatting, image insertion, and layout blocks. - Recognizes that design choices affect how users interact with a web page (e.g., readability, visual balance).	
LND	The student’s current level of proficiency in the specified standard is not yet determinable, providing for the opportunity for targeted support.	