

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



INTRODUCTION TO BUSINESS

August 2019

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

**Revision/Draft**

## INTRODUCTION TO BUSINESS

This semester course is designed to introduce the student to the world of business. A variety of instructional practices and assessments will be used to cover topics such as the role and types of businesses in our economy, entrepreneurship, business ownership and management, marketing and advertising, financial management and accounting, business ethics and career planning. Students are introduced to various career areas through visits from community business professionals. Group work, discussions, projects, and simulations will be used to authenticate the learning process. Interest in many areas can be explored further in additional business courses.

### Pacing Guide

<b>Unit 1</b> - Business and the Economy	Pacing 4 weeks or 10-11 block classes
<b>Unit 2</b> - The Changing Face of Business	Pacing 4 weeks or 10-11 block classes
<b>Unit 3</b> - Business Ethics, Entrepreneurship and Management	Pacing 4 weeks or 10 -11 block classes
<b>Unit 4</b> - Marketing and Advertising	Pacing 3 weeks or 10-11 block classes
<b>Unit 5</b> - Managing Business Finances and Accounting	Pacing 5 weeks or 10-11 block classes
<b>Unit 6</b> - Career Planning	Pacing 2 weeks or 5-6 block classes

**Stage 1 Desired Results**

<p>ESTABLISHED GOALS</p>	<i>Transfer</i>	
<p><b>ISTE 3.a</b> - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p><b>ISTE 3.d</b>- Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p> <p><b>ISTE 6.c</b> - Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Understand the history of the US economy to help predict future trends.</p> <p>Distinguish between wants and needs of themselves and others and how this drives the economy.</p> <p>Identify supply and demand relationships.</p> <p>Evaluate different economic structures throughout our world.</p> <p>Utilize the economic indicators to determine the state of an economy at any given time.</p>	
<p><b>ISTE 7.b</b> - Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</p> <p><b>CCSS.ELA-LITERACY.RST.9-10.2-</b> Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p style="text-align: center;"><i>Meaning</i></p> <p>UNDERSTANDINGS <i>Students will understand that....</i></p> <p>What people want and need affects what they will purchase and ultimately the overall economy.</p> <p>Individuals have an influence on business and the economy.</p> <p>Supply and Demand plays a key role in setting the price of a particular product in the market economy.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>If wants and needs drive the economy what products and services do you think will eventually be obsolete?</p> <p>How can your generation influence business and economy as a whole?</p> <p>What factors should be considered when deciding how much you are willing to pay for something you really want?</p> <p>If you were to establish your own economy, how would</p>

	<p>Societies make economic decisions about how to meet the needs of people by answering three basic questions.</p> <p>In a free-market economy, price is a function of supply and demand.</p> <p>There are five economic indicators that measure how a country is producing, whether its economy is growing, and how it compares to other countries.</p>	<p>you answer the three basic questions?</p> <p>What resources might the United States have limited supply of in the future? Why?</p> <p>Based on all five economic indicators, would you be likely to start your own company now?</p>
<i>Acquisition</i>		

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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A,M,T	<ul style="list-style-type: none"> <li>- Teacher Rubric evaluating content accuracy, creativity, and professionalism.</li> </ul>	<p>PERFORMANCE TASK(S): The Supply and Demand of Toy Fads <i>Students will show that they really understand evidence of...</i></p> <p>GOAL - Students will be assigned the role of Toy Producer for a major Toy Company. They must research the current wants and needs of their market to create the next Toy Fad. Using research on the current state of the economy and their target audience, they will need to determine the price of the toy, when to produce it, how much to produce, where to sell it, and make predictions on expected supply and demand. They will present their “toy invention” using Google Slides to potential major retail “Buyers”.</p> <p>ROLE - Toy Producer</p> <p>AUDIENCE - Major retail buyers</p> <p>SITUATION - Your invention of “Fingerlings” was a huge hit and your boss expects the same success for your upcoming invention. It is crucial you come up with the next major Toy Fad! Using the economic indicators, determine the state of the current economy and identify your Target Market before you make any major decisions. Create a google slides presentation that explains your toy in detail, who your target market for the toy is, how much you will charge for the toy, how much should be produced, the ideal timeframe for production and selling, where to sell your product, and expected supply and demand. Make sure your presentation is exciting and informative so the potential buyers will commit.</p> <p>PERFORMANCE - Students will create a professional google slide show presentation which will include: the status of the current economy with factual support, an identified target market, details on a new “toy invention”, and conclusion.</p> <p>STANDARD - Professional presentation with accurate research, no errors, and original content. Teacher will provide an exemplar and rubrics to assist in</p>

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		expectations.
A,T	Teacher Checklist	OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i> Student Notes
A,T	Teacher Checklist	Small group and large group discussions
A,T	Teacher observation	Summative assessment
A,T,M	Teacher Checklist	Google classroom activities and assignments

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**Stage 3 – Learning Plan**

<b>Code</b>	<i>Pre-Assessment</i>	
M	Pre-assessments will be given on select content such as economy, economic structures, supply and demand, and economic indicators.	
A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A	Students will be introduced to major content through teacher led notes and PowerPoint instruction to continue throughout the unit.	Oral response and classroom notes
A,M	Students will explore topics independently and in small groups including videos and articles. Some samples below.  <a href="https://www.youtube.com/watch?v=W35X_vddDjQ">https://www.youtube.com/watch?v=W35X_vddDjQ</a>	Teacher assessments

A,M,T	<p><a href="https://www.youtube.com/watch?v=qgs3fxmWr4">https://www.youtube.com/watch?v=qgs3fxmWr4</a></p> <p><a href="http://www.econlib.org/library/Columns/y2007/Robertsprices.html">http://www.econlib.org/library/Columns/y2007/Robertsprices.html</a></p> <p>Students will conduct a case study on decision making, wants/needs and resources using the wireless service industry.</p>	Student created presentation, Teacher assessments
A,M,T	Students will work in small groups to complete an economic system activity	Teacher evaluation and monitoring
A,M,T	Students will complete "The supply and demand of Toys" project in small groups	Teacher evaluation, monitoring, teacher rubrics and oral presentation

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**Stage 1 Desired Results**

<p>ESTABLISHED GOALS</p>	<i>Transfer</i>	
<p><b>ISTE 2.b</b> - Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p><b>ISTE 3.a</b> - Plan and employ effective research</p> <p><b>ISTE 6.d</b> - Publish or present content that customizes the message and medium for their intended audiences</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Associate noticeable changes in the workplace and in business structures for professional and personal use.</p> <p>Distinguish between different types of business and not-for-profit organizations</p> <p>Describe the private enterprise system, including basic rights and entrepreneurship.</p> <p>Recognize respected companies for both employment and patronage purposes.</p> <p>Identify the four stages of a business cycle and its impact on businesses around them.</p>	
<p><b>CCSS.ELA-LITERACY.W.9-10.7-</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p style="text-align: center;"><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>The workplace is constantly changing and in order to be successful as an employee and a company you need to be willing to change with it.</p> <p>All businesses operate around a certain business cycle that drives decision making.</p> <p>For profit and non-profit businesses have different goals and regulations.</p>	<p style="text-align: center;"><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>Considering past history and recent changes in business, what will the business structure look like in the next 100 years?</p> <p>What are some things a business owner can do to overcome issues in each of the stages of the business cycle?</p> <p>Is it fair and ethical that for-profit and non-profit businesses have different tax laws?</p>

	Companies have positive or negative reputations based on several factors.	What company do you respect and why?
<i>Acquisition</i>		

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	<p><i>Students will know...</i></p> <p>A sole proprietorship is a business that is owned and managed by an individual who receives all of the profits and bears all of the losses.</p> <p>A partnership is a business that is owned by two or more individuals who receive all of the profits and bear all of the losses.</p> <p>A corporation is a business that is owned by stockholders and has rights and responsibilities as if it were a person.</p> <p>Successful entrepreneurs share common characteristics.</p> <p>In order to be successful, businesses need to be aware of changes in the world around them and make changes accordingly.</p> <p>A business is an organization or economic system where goods and services are exchanged for one another or for money.</p> <p>A non-profit business is a corporation or an association that conducts business for the benefit of the general public without shareholders and without a profit motive.</p>	<p><i>Students will be skilled at...</i></p> <p>Describing the advantages and disadvantages of the major forms of business.</p> <p>Recognize personal characteristics of successful entrepreneurs.</p> <p>Identify changes in the workplace including : population size, population makeup, technological advancements and required skills.</p> <p>Understanding the goals and regulations of for-profit vs non-profit organizations.</p>

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A,M,T	<p>New Milford High School wide presentation rubric</p> <p>Teacher created rubric</p>	<p>PERFORMANCE TASK(S):</p> <p>GOAL - Students will be assigned the role of corporate advisor, hired to help improve profits and public image of a business by forging a relationship with a non-profit organization. They must identify and conduct a current analysis of a business and make the recommendation of which non-profit to partner with. All facets of both companies should be explored, including why the partnership makes sense and how it will benefit both parties.</p> <p>ROLE - Corporate Advisor</p> <p>AUDIENCE - Company executives or owners</p> <p>SITUATION - More and more businesses are forming strategic alliances to become more competitive. Sometimes, businesses pair up with not-for profit organizations in a relationship that is beneficial to both. You have been hired to conduct research and identify a non-profit organization that would work best with your current company. In a short and engaging Google Slideshow, describe the chosen company and the alliance. Include in your description, the goals of the alliance and how it benefits both parties.</p> <p>PERFORMANCE - Students will utilize google slides to present their findings, analysis and recommendations to the corporate management team.</p> <p>STANDARD - Professional presentation with no errors, organized in a way that shows a clear picture of both companies and how this relationship will benefit both. Teacher will provide an exemplar and rubrics to assist in expectations.</p>

A, M	Observation of student notes and discussions during teacher led notes	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Student completed note packet for unit 2</p>
A,M,T	Observation of student feedback in small groups and completion of student assignments in google classroom.	Small group and individual projects and assignments
A,M,T	Class discussion	Whole group discussions and reflections
A	Summative assessments	Quizzes and Unit test

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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M,A,T	Pre-Assessment will be in the form of an activity where students will collaborate in small groups to identify and discuss various business structures locally, regionally, and nationally.	
A, T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Pre-unit collaboration discussion to identify various business structures.</p>	<p>Progress Monitoring</p> <p>Oral observation of small group and whole group discussions.</p>
A, M, T	Teacher will utilize daily slideshow to deliver fundamental concepts for notes. This will include traditional, student led, videos, articles, etc. and will serve as a springboard for other activities.	Monitoring of student note packets and oral feedback for understanding.
A,M,T	Teacher will assign daily mini projects for students to apply concepts to real world scenarios, both independently and in small groups. For example: Entrepreneurship and business cycle projects.	Students will provide accurate responses to questions or correctly apply concepts to assigned situation.



**Stage 1 Desired Results**

ESTABLISHED GOALS	<i>Transfer</i>	
<p>ISTE 2.b - Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>ISTE 3.c - Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>CCSS.ELA-LITERACY.RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Identify ethical and unethical behavior</p> <p>Know the steps for dealing with an ethical dilemma both personally and professionally</p> <p>Recognize the 4 social responsibilities of every company.</p> <p>Realize the rewards and challenges of entrepreneurship and franchises</p> <p>Identify the differences in management structures and the skills necessary for effective management</p> <p>Recognize the characteristics of a good leader and how to develop leadership skills</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Individuals have different ethical and moral standards</p> <p>Ethical and unethical behavior affect companies in positive and negative ways.</p> <p>In addition to making a profit, companies have social responsibilities.</p> <p>There is a wide variation of ethical practices throughout the world.</p> <p>Entrepreneurs and franchise owners face many</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>How do your ethics and morals vary from your peers?</p> <p>What would you do if a business directive went against your morals?</p> <p>Where do our ethics and morals come from?</p> <p>If you were to purchase a franchise, which one would it be and why?</p>

	<p>challenges, however, those who succeed see many rewards.</p> <p>Management is an important part of the business structure and varies greatly. Effective leadership plays a role in business success.</p>	<p>What type of leadership would you function best under? Why?</p>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <p>Ethics are the moral principles by which people conduct themselves personally, socially, or professionally.</p> <p>Business ethics are rules based on moral principles about how businesses and employees ought to conduct themselves.</p> <p>Different cultures, businesses, and industries have different ethical standards.</p> <p>Unethical business practices include lying, offering substandard merchandise, or treating customers or employees unfairly.</p> <p>The four social responsibilities of a company are to: the general public, the customers, investors, and employees.</p> <p>Some rewards of entrepreneurship are: Being your own boss, doing what you enjoy, being creative, and building an enterprise.</p> <p>Challenges of entrepreneurship are: funding, being</p>	<p><i>Students will be skilled at...</i></p> <p>Analyzing a real world scenario, identifying the ethical and unethical behaviors that led to positive or negative outcomes.</p> <p>Appreciating the risk vs reward of small business ownership and entrepreneurship.</p> <p>Identifying social responsibilities of companies.</p> <p>Explaining the roles and functions of management within an organization.</p> <p>Describing the qualities of a good leader and understanding its importance.</p>

	<p>responsible for the business, feeling alone, and uncertain income levels.</p> <p>Management includes the process or functions of planning, organizing, leading and controlling.</p> <p>Leadership means taking a company and its employees in a direction based on a vision. Good leaders see the big picture and manage others by inspiring them.</p>	
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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A,M,T	<p>New Milford High School wide presentation rubric</p> <p>Teacher created rubric</p>	<p>PERFORMANCE TASK(S):</p> <p>GOAL - Students will create two online posters outlining a code of ethics for a new company as well as initiatives to help the company be socially responsible.</p> <p>ROLE - Employee of a new startup company.</p> <p>AUDIENCE - Your boss and members of the ethics committee.</p> <p>SITUATION - Your team works for a new startup in an industry of your group's choice. Based on what you learned about business ethics and exploring examples of Code of Ethics and Social Responsibility initiatives, you have been tasked with developing the startup's Code of Ethics and promoting a Social Responsibility Campaign. Your boss has assigned your team to create 2 posters that summarize employee Code of Ethics and highlight a new initiative by the company to be more socially responsible. Your group will need to identify the industry you work in and come up with a name for the startup. Be prepared to share your electronic posters with me and the class.</p> <p>PRODUCT - Two electronic posters will be created. One will contain a list of appropriate code of ethics for the business and its employees, the other will identify the company's social responsibility initiatives.</p> <p>STANDARD - Both posters should be attractive, free of errors and completed online using the website "canva". They should contain all required information relevant to the business, employees and society.</p>

A, M	Observation of student notes and discussions during teacher led notes	OTHER EVIDENCE:  Student completed note packet for Unit 3
A,M,T	Observation of student feedback in small groups and completion of student assignments in google classroom.	Small group and individual projects and assignments
A,M,T	Class discussion	Whole group discussions and reflections
A	Summative assessments	Results on unit quizzes and test.

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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Pre-assessment will be in the form of a group activity where students are presented with various ethical situations and they need to identify the ethical issue. Students will also be taking an online leadership style quiz.	
A, T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Pre-unit collaboration to identify ethical and unethical characteristics.</p>	<p>Progress Monitoring</p> <p>Oral and written responses.</p>
A, M, T	<p>Teacher will utilize daily slideshow to deliver fundamental concepts for notes. This will include traditional, student led, videos, articles, etc. and will serve as a springboard for other activities.</p>	<p>Monitoring of student note packets and class discussion.</p>
A,M,T	<p>Teacher will assign daily mini projects for students to apply concepts to real world scenarios, both independently and in small groups. For example: Evaluating (compare and contrast) various companies' code of ethics policies, Timberland case study, and research on various corporate ethics scandals.</p>	<p>Student work will reflect knowledge, comprehension, and evaluation.</p>

**Stage 1 Desired Results**

ESTABLISHED GOALS	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Understand the concepts and strategies utilized to determine target marketing to a select audience</p> <p>Identify the functions of Marketing</p> <p>Apply the four elements of the marketing mix</p> <p>Apply the seven steps of product development</p> <p>Differentiate between the different types of advertising media</p> <p>Understand various media measurements and rates</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that.....</i></p> <p>Marketing different items requires a different strategy due to various target markets.</p> <p>There are seven functions of Marketing</p> <p>In order to be successful all elements of the Marketing Mix must work together</p> <p>Market research gathers information on the potential market and is crucial for success.</p> <p>Companies take seven steps in developing a new</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>What marketing strategies are effective on you personally? Do you think this will change as you get older?</p> <p>What is the most important thing to know about an audience in today's changing market?</p> <p>If you were to develop a new product, who would you develop it for and why?</p> <p>If not many people read newspapers anymore, why do companies still advertise there?</p>

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	<p>product.</p> <p>The type of medium an advertiser uses depends on the market it wants to reach.</p> <p>Media measurement plays a key role in determining an advertisement's success.</p> <p>Media rates are determined by several factors.</p>	<p>With the increase in social media and online advertising, do you think print advertising will be obsolete in the future?</p> <p>If you had a large advertising budget but could only advertise using one medium, which one would you use and why?</p>
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <p>Marketing is the process of creating, promoting, and presenting a product or service to meet the needs and wants of consumers.</p> <p>The seven functions of marketing are: distribution, Financing, Marketing Information Management (MIM), Pricing, Product Service Management, Promotion and Selling.</p> <p>The marketing mix (or the 4 Ps) include: Product, Place, Price and Promotion.</p> <p>Market research is the gathering and analysis of information on the size, location, and makeup of a market.</p> <p>The seven steps of product development are: Generate Ideas, Screen Ideas, Develop a Business Plan, Develop the Product, Test-Market the Product, Introduce the Product, and Evaluate Customer Acceptance.</p> <p>Advertising is the public promotion of something such</p>	<p><i>Students will be skilled at...</i></p> <p>Analyzing a target market to determine their needs and wants.</p> <p>Recognizing the functions of marketing and how they are used.</p> <p>Identifying market research in their own lives.</p> <p>Evaluate why some products succeed while others fail by reviewing the steps of product development.</p> <p>Analyze various advertising strategies that are used in today's world.</p> <p>Determine the cost effectiveness of different advertising methods depending on the individual goals and target markets.</p>



	<p>as a product, service, business, or event, to attract or increase interest in it.</p> <p>There are a variety of types of media including: newspapers, television, direct-mail, directory, radio, online, social media.</p> <p>Different media are good for different markets and have a wide range of costs.</p>	
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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A,M,T	<p>New Milford High School wide presentation rubric</p> <p>Teacher created rubric</p>	<p>PERFORMANCE TASK(S):</p> <p>GOAL - Students will be assigned the role of cookie creator for a large snack brand. The company would like to come up with “the next big cookie”. They must evaluate the current market, determine a “need” for a specific type of cookie, identify a target market, create the packaging and advertising for the new cookie and determine where to advertise.</p> <p>ROLE - Cookie Creator</p> <p>AUDIENCE - Nabisco brand manager</p> <p>SITUATION - Nabisco, a leader in the food industry is falling behind in the cookie market. They have enlisted your team to create the next best selling cookie. In order to do this you must: evaluate the current cookie market, identify a target market, create your cookie, packaging and advertising based on the needs and wants of this target market. You will present a cookie prototype including all of the four P’s (product, price, place and promotion) and produce at least one form of advertising to them at the next meeting.</p> <p>PROJECT - Students will answer various detailed questions regarding their cookie choices, target market, price, packaging, marketing and advertising decisions in google docs. They also will present a prototype cookie as well as packaging and advertising.</p> <p>STANDARD - High level thinking is required to complete this assignment. The choices of advertising and cookie details must match the needs of the specified target market. A well thought out strategy is required as well as a neat prototype done in real life or on Google Slides.</p>

A, M	Observation of student notes and discussions during teacher led notes	OTHER EVIDENCE:  Student completed note packet for Unit 4
A,M,T	Observation of student feedback in small groups and completion of student assignments in google classroom.	Small group and individual projects and assignments
A,M,T	Class discussion	Whole group discussions and reflections
A	Summative assessments	Results on unit quizzes and test.

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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Pre-assessment will include informal conversations with students regarding marketing and advertising. Students will also complete a pre-assessment questionnaire to identify prior knowledge.	
<p>A, T</p> <p>A, M, T</p> <p>A, M, T</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Pre-unit collaboration to identify marketing and advertising prior knowledge.</p> <p>Teacher will utilize daily slideshow to deliver fundamental concepts for notes. This will include traditional, student led, videos, articles etc. and will serve as a springboard for other activities.</p> <p>Teacher will assign daily mini projects for students to apply concepts to real world scenarios, both independently and in small groups. For example: Creating a target market “person” activity, making an advertisement using imovie or a similar production app for a specific product or service, researching various marketing and advertising trends and strategies.</p>	<p>Progress Monitoring</p> <p>Oral and written responses.</p> <p>Monitoring of student note packets and class discussion.</p> <p>Student work will reflect knowledge, comprehension, and evaluation.</p>

**Stage 1 Desired Results**

<p>ESTABLISHED GOALS</p>	<i>Transfer</i>	
<p>ISTE 3.a - plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>ISTE 5.b collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.</p> <p>CCSS.ELA.LITERACY.11-12.3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Understand the six reasons for creating a financial plan in business</p> <p>Explain what a budget is and how it is used</p> <p>Identify and understand the three components of the accounting equation</p> <p>Distinguish between the three main financial statements used by a business and understand their purpose</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>A financial plan outlines the essential financial facts about a new business or venture</p> <p>Business people use a financial plan to help them make decisions about the future.</p> <p>Budgets help a business guide its future by determining how money will be used or spent over a particular period.</p> <p>Accounting provides financial information about an organization.</p> <p>Balance sheets, income statements and statements of</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>If financial plans are well thought out and researched, why do some businesses still fail?</p> <p>Are there times where financially you shouldn't spend money on your business, but it is still a good business decision to do so?</p> <p>Have you created a personal budget? Did you stick to it? What factors did you consider?</p> <p>Is it possible for the accounting information of a business to be positive but the company be in danger?</p>

cash flow show the financial position of a business.

**Acquisition**

*Students will know...*

An effective financial plan includes: identifies assets needed to purchase, describes the amount of money needed, describes the expenses a business will incur, describes how the business will report finances, forecasts finances to project future profitability and explains how the business will acquire money.

A budget is a plan specifying how money will be used or spent during a particular period.

Accounting is the systematic process of recording and reporting the financial position of a person or an organization.

The accounting equation is  $\text{Assets} = \text{Liabilities} + \text{Owner's Equity}$

The income statement is a report of revenue, expenses, and net income.

A balance sheet is a report of the balances in all assets, liabilities, and owner's equity accounts at the end of an accounting period.

A cash flow statement is a financial report that shows incoming and outgoing money during an accounting period.

*Students will be skilled at...*

Reading and understanding a simple financial plan.

Analyzing a budget plan for a start-up business.

Completing a simple accounting equation.

Reading and interpreting basic income statements, balance sheets and cash flow statements.

**Revision/Draft**

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A,T,M	<p>Accurate, well crafted, clear explanation of rationale</p> <p>Correctly completed and calculated budget</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>GOAL - Create a simple business budget that ensures all bills are paid and money is left over for emergencies for a given company. Students will be given certain information and parameters and will roleplay as the financial advisor.</p> <p>ROLE - Financial advisor / accountant</p> <p>AUDIENCE - Company investors</p> <p>SITUATION - The situation will vary for each group. Some companies will be established and secure companies with varying goals and upcoming situations, while others will be start-up or failing businesses.</p> <p>PRODUCT - Create an annotated budget and be able to explain decisions.</p> <p>STANDARDS - The budget must be realistic, ensure all bills are paid, required money is left over, and provide a clearly written and cohesive rationale for the amount of each budget item.</p>

Revision/Draft



A, M	Observation of student notes and discussions during teacher led notes	OTHER EVIDENCE:  Student completed note packet for unit 5
A,M,T	Observation of student feedback in small groups and completion of student assignments in google classroom.	Small group and individual projects and assignments
A,M,T	Class discussion	Whole group discussions and reflections
A	Summative assessments	Results on unit quizzes and test.

Revision/Draft

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<p>A pre-assessment for this unit will include a worksheet requiring students to identify various parts of a budget, cash flow, balance sheet and income statement to determine prior knowledge. Further pre-assessment will include informal group conversations.</p>	
A, T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Pre-unit collaboration to various accounting documents</p>	<p>Progress Monitoring</p> <p>Oral and written responses.</p>
A, M, T	<p>Teacher will utilize daily slideshow to deliver fundamental concepts for notes. This will include traditional, student led, videos, articles, etc. and will serve as a springboard for other activities.</p>	<p>Monitoring of student note packets and class discussion.</p>
A,M,T	<p>Teacher will assign daily mini projects for students to apply concepts to real world scenarios, both independently and in small groups. For example: Creating a personal budget, and evaluating various companies financial information and accounting statements and providing recommendations based on current market.</p>	<p>Student work will reflect knowledge, comprehension, and evaluation.</p>

**Stage 1 Desired Results**

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.ELA-LITERACY.RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RST.11-12.9 - Synthesize information from a range of sources (e.g., txts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>ISTE 1.a - articulate and set personally learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Understand the importance of career planning for future success</li> <li>Define five attributes about themselves they should use when analyzing careers</li> <li>Describe how the workforce is changing</li> <li>Identify short, medium and long term personal goals</li> <li>Identify the three lists needed to make a career plan</li> <li>Create an effective resume</li> <li>Complete a job application</li> <li>Prepare for a job interview</li> </ul>	
<p>ISTE 3.d - publish or present content that customizes the message and medium for their intended audiences.</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Choosing a career is an important decision that everyone must make.</li> <li>Pursuing a career requires career planning</li> <li>Knowing about your individual interests, values, skills, abilities, aptitudes and personality is a key part of your career journey.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>What are your individual strengths and weaknesses?</li> <li>What type of job do you see yourself in 30 years from now?</li> <li>Do your individual interests and values match the job you want?</li> <li>What will the workforce look like when you enter it?</li> </ul>

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	<p>to reach.</p> <p>The three plans needed are: graduation, education and training and experience.</p> <p>The more specific and realistic your goals are the more likely you are to achieve them.</p> <p>Different jobs require different qualifications, education and skills.</p> <p>A resume is a summary of your skills, education, and work experience and should showcase your positive traits.</p> <p>A job interview is a formal face-to-face discussion between an employer and potential employee and there are certain characteristics employers will look for.</p>	<p>Creating a resume relevant for their goals right now.</p> <p>Complete a job application correctly</p> <p>Prepare for, and conduct themselves professionally during a job interview.</p>
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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A,T,M	Teacher made rubrics	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>GOAL - Create a career portfolio that includes an interest survey, 3 completed goal lists, professional resume, cover letter, application and conduct a mock interview.</p> <p>ROLE - Potential job seeker</p> <p>AUDIENCE - The company wishing to hire</p> <p>SITUATION - You are a new graduate who is looking for a job. You must get yourself prepared for this life changing event! Create all of the necessary documents and prepare for your interview. This is the job you've been waiting for, so make sure you are prepared!</p> <p>PRODUCT - Career portfolio containing interest survey, goal lists, resume, cover letter, application</p> <p>PERFORMANCE - Conduct a mock interview including professional conduct and prepared questions.</p> <p>STANDARDS - All documents are professionally completed and are organized, follow the appropriate format and are free of errors. Interest inventory is completely filled out. Mock interview was conducted and critical self assessment was performed according to criteria given.</p>

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A, M	Observation of student notes and discussions during teacher led notes	OTHER EVIDENCE:  Student completed note packet for unit
A,M,T	Observation of student feedback in small groups and completion of student assignments in google classroom.	Small group and individual projects and assignments
A,M,T	Class discussion	Whole group discussions and reflections
A	Summative assessments	Results on unit quizzes and test.

Revision/Draft

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Pre-assessment will be students completing an Interest Inventory, personality profile and completing a job application and resume.	
A, T	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Evaluation of Interest survey and personality profile.</p>	<p>Progress Monitoring</p> <p>Oral and written responses.</p>
A, M, T	<p>Teacher will utilize daily slideshow to deliver fundamental concepts for notes. This will include traditional, student led, videos, articles, etc. and will serve as a springboard for other activities.</p>	<p>Monitoring of student note packets and class discussion.</p>
A,M,T	<p>Teacher will assign daily mini projects for students to apply concepts to real world scenarios, both independently and in small groups. For example: Creating a resume, researching potential jobs, creating goal lists, completing a job application, preparing for interviews, etc.</p>	<p>Student work will reflect knowledge, comprehension, and evaluation.</p>