COURSE TITLE: Information Management

Course Description:
Information Management concerns a cycle of organizational activity: the acquisition of information from one or more sources, the custodianship and the distribution of that information to those who need it, and its ultimate disposition through archiving or deletion. This course focuses on key components of information systems and information management and how each is utilized in business.

Potential Certifications/Credentials:
Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
# Course Scope and Sequence

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Unit Title</th>
<th>Estimated Hours</th>
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<tbody>
<tr>
<td>1</td>
<td>Foundational Standards</td>
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<td>2</td>
<td>Introduction</td>
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<td>3</td>
<td>Information Technology</td>
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<td>Organizations</td>
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<td>5</td>
<td>Strategies</td>
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<td>DIKAR</td>
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<td>7</td>
<td>Business Processes</td>
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<td>8</td>
<td>Portfolio Information</td>
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<td>9</td>
<td>Information Management Benefits</td>
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<td>10</td>
<td>Building an Information Management System</td>
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</table>
Unit Plans of Instruction

Foundational Standards

Supporting—will be taught throughout the course as needed for the unit.

F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.

F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

F6. Discuss and demonstrate ways to value diversity.
Unit 2 Title: Introduction

Content Standards
1. Distinguish between data management and information management.
   1a. Describe how the development of Information Technology (IT) led to the need for information management, citing real-world examples.
   1b. List information management system competencies.
   1c. Discuss ethical issues in information management.
   1d. Show the consequences of enterprise systems on organizational agility.

Unpacked Learning Objectives

Students know:
- How to determine the process of acquiring and processing data into information
- How to identify the parts of an information system (technology, people, and process)
- How to explain that the development of information technology has led to advances in the need to manage and secure data.
- How to determine the key requirements and competencies of an effective information system.
- How to examine ethical issues in information management.
- How to determine the need for organizations to employ robust enterprise systems to track and control complex operations of an organization.
- How to analyze an organization’s ability to optimize business processes, adapt to change, make clear and decisive commitments can assist in capitalizing on new opportunities.

Students are able to:
- Distinguish between data management and information management.
- Discuss the historical development of information technology including the use of software and hardware for business, educational and personal uses.
- Describe the competencies required for an information management system.
- Collaborate with others to research ethical issues related to information management.
- Determine the risks and rewards of developing a strategic role for information systems and information communication technology.
- Explain the issues involved in designing and developing systems for different environments.
- Evaluate how the development of Information technology has provided society with easy to access information, accelerated learning, additional entertainment options and increased business opportunities.
- Research how organizations rely on information management managers to build information management structures that efficiently access data to manage information, solve problems, and that are secure.
- Identify the management information system requirements and business needs of an organization.
- Explain issues involved in designing and developing systems for different environments.
Explain why an organization's future success is dependent on its ability to be stable, responsive, and adaptable to thrive in an ever-changing environment.

Students understand that:
- Information management systems are a key part of business systems.
- Data management systems manage incoming data and provide ways for information to be modified and extracted by end users.
- Managers and employees must handle real life issues from an ethical standpoint.
- Organizations must develop enterprise systems that are able to effectively track and control all the complex operations of a business.

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<tr>
<th>Unit Driving/Essential Question</th>
<th>What is data?</th>
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<td>What is information?</td>
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<td>What is information management?</td>
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<td>What is Information Technology (IT)?</td>
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<td>What ethical issues are involved with IT?</td>
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<td>What is an enterprise system?</td>
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<td>What is the significance of IT and Information Management in an organization?</td>
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Exemplar High Quality Unit Task
Assign appropriate projects such as creating an infographic that concisely answers the essential questions or creating an American Enterprise Project using FBLA competitive event guidelines.
### Map of Student Learning by Learning Objective

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<tr>
<td>Students will: Distinguish between data management and information management.</td>
<td>Formative: Exit slip for describing differences. Exit slip with choices displayed on screen. Create a spreadsheet, table, slide, or infographic with types of data and examples of each (e.g., Alphanumeric data and Numbers, letters, other characters; Audio data and Sounds, noises, or tones; Image data and Graphic images and pictures; Video data and Moving images or pictures). Self-quiz from Chapter 1, CIS 310 Management Information Systems, Dr. Ruth Guthrie (cpp.edu). <a href="https://www.cpp.edu/~raguthrie/CIS310/index.htm">https://www.cpp.edu/~raguthrie/CIS310/index.htm</a>.</td>
<td>Lecture with PowerPoint. Student note taking. Search the internet for informative articles. <a href="http://techopedia.com/definition/">http://techopedia.com/definition/</a> What is Information Management? (aiim.org) <a href="https://www.aiim.org/What-is-Information-Management">https://www.aiim.org/What-is-Information-Management</a> Data Management vs. Information Management (LeapPoint.com) <a href="https://www.leappoint.com/data-management-vs-information-management">https://www.leappoint.com/data-management-vs-information-management</a></td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product.</td>
<td>Projector system with computer, video, audio, and internet capabilities. Smartboard. Consumable supplies such as paper, cards, or post-it notes for exit slips. Student computers and software. Schoology Microsoft Office (or Google Classroom) Smartboard Textbook</td>
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**Learning Activity Checklist**

- Formative:
  - Exit slip for describing differences.
  - Exit slip with choices displayed on screen.
  - Create a spreadsheet, table, slide, or infographic with types of data and examples of each (e.g., Alphanumeric data and Numbers, letters, other characters; Audio data and Sounds, noises, or tones; Image data and Graphic images and pictures; Video data and Moving images or pictures).
  - Self-quiz from Chapter 1, CIS 310 Management Information Systems, Dr. Ruth Guthrie (cpp.edu).
  - http://techopedia.com/definition/ What is Information Management? (aiim.org)
  - https://www.aiim.org/What-is-Information-Management
  - Data Management vs. Information Management (LeapPoint.com)

**Link to Differentiation Examples**

- http://techopedia.com/definition/What-is-Information-Management
- https://www.aiim.org/What-is-Information-Management

**Equipment List by CTE Cluster**

- Projector system with computer, video, audio, and internet capabilities.
- Smartboard.
- Consumable supplies such as paper, cards, or post-it notes for exit slips.
- Student computers and software.
- Schoology Microsoft Office (or Google Classroom)
- Smartboard
- Textbook
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<td><strong>Link to Helpful Tech Tools</strong></td>
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<td><strong>Formative:</strong> Class discussion. <strong>Identify positive and negative effects of information technology on</strong></td>
<td>Lecture with PowerPoint. Student research and presentation.</td>
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Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction
Updated as of Jan 8, 2022
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<tr>
<td>management.</td>
<td>society through exit slip or parking lot.</td>
<td>Examples.</td>
<td>present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product</td>
<td>Consumable supplies such as paper, cards, or post-it notes for exit slips. Student computers and software. Schoology Microsoft Office (or Google Classroom) Smartboard Textbook</td>
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<td>Internet search on history of information technology and information management.</td>
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<td>Discuss the historical development of information technology including the use of software and hardware for business, educational and personal uses.</td>
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<td>Talk about how the development of Information technology has provided society with easy to access information, accelerated learning, additional entertainment options and increased business opportunities.</td>
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**Learning Activity Checklist**

**Link to Differentiation Examples**

**Equipment List by CTE Cluster**

**Link to Helpful Tech Tools**
|----------------------------------|-------------------------------------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------|
| Students will: **Define** information management system competencies that lead to the design of an effective information management system. | Formative: Create a “check your knowledge” quiz or question based on lectures and PowerPoints. Flash cards. Summative: Quiz. Case study. | Lecture with PowerPoint that covers definitions of Key Vocabulary for Unit 2–Introduction. Create a word wall. Create a word cloud of key vocabulary. Student note taking. Quizlets for “Information Management System”. Discuss how data management systems manage incoming data and provide ways for information to be modified and extracted by end users. | ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product | **Equipment List by CTE Cluster**  
**Link to Helpful Tech Tools** |

**Information Management Best Practices | Smartsheet**  
https://www.smartsheet.com/information-management

**Projector system with computer, video, audio, and internet capabilities. Smartboard. Consumable supplies such as paper, cards, or post-it notes for exit slips. Student computers and software. Schoology Microsoft Office (or Google Classroom) Smartboard Textbook**
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<td>Link to Differentiation Examples</td>
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<td>Read internet articles such as What is Information Management?</td>
<td>Planning Tank, <a href="https://planningtank.com/computer-applications/information-management">link</a> from where the following excerpt comes: &quot;According to the Information Management Body of Knowledge (IMBOK), there are 6 knowledge areas and 4 processes areas which comprise the competencies required to manage information well in an organization. The knowledge areas include: Information technology, information systems, business processes and business</td>
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<td>Students will: <strong>Discuss</strong> ethical issues in information management.</td>
<td>Formative: Responses to class discussions. Summative: Case study.</td>
<td>Participate in an online chat room session/discussion board to talk about various ethical issues anonymously. Case studies and/or role plays. Create a code of ethics for information management system employees.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product.</td>
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<td>Students will: <strong>Define</strong> organizational agility. <strong>Explain</strong> organizational agility means and how organizations can evolve to thrive in an environment that demands constant change.</td>
<td>Formative: Think-pair-share. Class discussion. Summative: Short essay. Create slides to illustrate organizational agility and its meaning.</td>
<td>Lecture with PowerPoint. Student note taking. Class discussion.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product.</td>
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**Key Vocabulary**

software, hardware, data, record, field, data format, record structure, file structure, information, information management, data management, network, database, storage, information technology, STEM, STEAM, data breach, competency, goals, objectives, process control, management reporting system, inventory control, sales and marketing, human resource, accounting and finance, decision support system, expert system,
executive information system, transaction process system, school information management system, local database, ethical, censorship, security privacy, enterprise systems, organizational agility

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest speaker from Human Resources to discuss ethical issues related to Information Management and Information Technology.

CTSO Connection:

FBLA Student Manager.
FBLA case studies (www.FBLA-PBL.org; https://www.dropbox.com/sh/soy5yhbflvr7mvc/AABhiE6Ve_EyA_nK7gsLpyVa?dl=0.)
FBLA competitive events such as Cyber Security, Business Ethics, Introduction to Business Procedures, Help Desk, Supply Chain Management.
DECA competitive event Principles of Business Management and Administration and/or Business Services Operations

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
Unit 3 Title: Information Technology

Content Standards

2. Describe Information Technology (IT).
   2a. Give examples of potential uses of IT in future systems and the issues that may be incurred during its use.
   2b. Describe the nature of information technology and its technical maturity.
   2c. Compare how IT is used in the government and the private sector.
   2d. Give examples of how IT can be used for strategic issues.
   2e. Research and report information on the future trends in information technology systems and describe their potential impact on society.

3. Describe Information Systems (IS), including components and their maturity.
   3a. Describe a Strategic Information System.
   3b. List examples of key operational Information Systems.
   3c. Describe how support systems affect both operational and strategic Information Systems.

Unpacked Learning Objectives

Students know:

- How to summarize the impact of technology including the application of computers to store, study, retrieve, transmit and manipulate data or information in the context of a business or other enterprise setting.
- How to research examples of possible future uses of IT.
- How to discuss problems and opportunities of using IT.
- How to define terms related to the technical maturity index.
- How to discuss the nature of the information technology cycle and the maturity mode.
- How to differentiate between the government sector and the private sector.
- How to evaluate the distinct difference between information impact and how funding and human resources impact uses of information technology in both the government and private sectors.
- How to determine strategic methods for utilizing technology resources.
- How to conduct independent research related to the future trends and potential impact of technology systems on society.
- How to identify the components of an information system.
- How to describe the process of creating a maturity model for an information system.
- How to determine the components and purposes of a strategic information system.
- How to identify examples of key operational information systems used to operate hardware.
- How to evaluate both operational and strategic information systems to determine performance and productivity within an organization.
Students are able to:

- Produce projects that define Information Technology and its uses and impact on society in the past, present and future.
- Explain potential possibilities and problems derived from the use of IT in business management.
- Define terms related to information technology and the technical maturity index.
- Discuss the stages of the technical life cycle and its impact on the competitiveness and effectiveness of an organization.
- Compare the similarities and differences between the government and private sector as it relates to ownership of resources and uses of information technology.
- List examples of how IT can be used strategically to promote business opportunities and/or to solve problems.
- Define key terms related to future trends in information technology.
- Discuss current trends in information technology.
- Describe the potential impact of current and future technology on society.
- Research the components of an information system.
- Explain that an information system is designed to provide appropriate information to the user to gather the data, process the data and communicate information to the system user.
- Identify the stages of the Information Systems technical life cycle and how to determine each stage.
- Determine the characteristics of a strategic management system and its impact on a sustainable, competitive and responsive organization.
- Analyze organizations which employ an efficient well-designed operational information technology system.
- Explain and provide examples of key operational systems.
- Evaluate how strategic information systems help organizations to alter their business strategies, plans or structures.
- Differentiate between an operational and strategic information system.
- Recognize why Information technology is vital to maintain and build the commerce and business sector.
- Describe how information technology helps individuals, institutions, and business by offering various tools to boost development, to exchange information and to solve problems.
- Recognize the potential uses and problems incurred when using information technology in business.
- Demonstrate an understanding of the impact of information technology systems on society.
- Explain ways information technology shapes the future trend, creates new opportunities for organizations and individuals, decreases costs, makes processes more efficient and provides access to information that benefits society.
- Evaluate and select examples of operational information systems used by organizations to process data/information.
- Understand how managers and IT professionals utilize both strategic and operational information systems to help organizations alter their business strategies, plans or structures.
- Understand and describe how strategic and operational information systems contribute by contributing to an organization's performance and productivity.

Students understand that:

- Utilizing the technology maturity index can determine how the key components in an information technology system are functioning.
- The ability to determine an organization’s technical maturity measures how the key components of IT influences and determine competitive advantages.
- The most significant difference between the government and private sector is the ownership of the organization within them and the
strategic issues can be addressed through good analysis and utilization of information technology.

- Information systems managers must identify key components of an information system and determine the roadmap for maintaining and improving the Information system.
- The purpose of a strategic information system (SIS) is to identify, acquire, maintain, use and dispose of data resources.
- Strategic information systems are intended to give a competitive advantage to an organization.

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<tr>
<th>Unit Driving/Essential Question</th>
<th>Exemplar High Quality Unit Task</th>
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<tr>
<td>What is IT?</td>
<td>Assign appropriate projects such as creating visuals to explain information technology, creating a podcast about unit topics, or create a Jeopardy game featuring Key Vocabulary.</td>
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<td>How is IT used in private and public sectors?</td>
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<td>What is a strategic information system?</td>
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<td>How do support systems affect operational and strategic information systems?</td>
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| Students will: **Describe** Information Technology. | Formative: Participating and staying on track with teacher demonstrations. Summative: Individual presentation. Group presentation. Create visuals that describe information technology. Summarize website findings in paper. | Teacher-led discussion and demonstration of sites such as:  
https://www.informationweek.com  
https://www.networkcomputing.com  
https://aws.amazon.com/what-is-cloud-computing/  
https://www.horizonhouse.com  
https://computer.hostuffwork.com/wireless-network.htm  
https://aws.amazon.com/types-of-cloud-computing/ | ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product | Projector system with computer, video, audio, and internet capabilities. Smartboard. Consumable supplies such as paper, cards, or post-it notes for exit slips. Student computers and software. Schoology Microsoft Office (or Google Classroom) Smartboard Textbook |
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<tr>
<td>Students will: <strong>Provide</strong> examples of ITs potential uses in future systems. <strong>Provide</strong> examples of the types of issues that may incur during the use of IT.</td>
<td>Formative: Think-pair-share after guided research. Summative: Projects such as posters with problems and potential solutions using IT.</td>
<td>Lecture, guided research, PowerPoints. Student note taking. Research companies such as Accenture, KIBM, HP, Oracle, Microsoft, Google, and Dell. Research bitcoin and other digital currency. Discuss remote workforce as related to tech tools and human contact. Review websites of Fortune 500 companies to ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product.</td>
<td>Projector system with computer, video, audio, and internet capabilities. Smartboard. Consumable supplies such as paper, cards, or post-it notes for exit slips. Student computers and software. Schoology Microsoft Office (or Google Classroom) Smartboard Textbook</td>
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Assistant students in signing up for an e-newsletter to keep informed on an information technology topic.

Chapter 5–Cengage textbook.

**Assessment:** Formative: Think-pair-share after guided research. Summative: Projects such as posters with problems and potential solutions using IT.
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<td><strong>SWBAT</strong></td>
<td><strong>Formative/Summative</strong></td>
<td><strong>Learning Activity Checklist</strong></td>
<td><strong>Link to Differentiation Examples</strong></td>
<td><strong>Equipment List by CTE Cluster</strong></td>
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<td><strong>Link to Helpful Tech Tools</strong></td>
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<td><strong>Textbook</strong></td>
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<tr>
<td>Students will: <strong>Describe</strong> the nature of information technology and its technical maturity.</td>
<td>Formative: Participation in class discussion. Exit ticket showing one description of the nature of information technology. Summative: Write one or two paragraphs describing the nature of information technology. Create an infographic or poster to describe a new (or future) mobile app that illustrates technical maturity.</td>
<td>Class discussion including internet growth and that social media websites have emerged as new channels for learning, protesting, and soliciting support for causes. Students look up definitions and examples of Key Vocabulary. Use to create a Jeopardy game. (Download free Jeopardy template for PowerPoint: Jeopardy! Game Template for PowerPoint (2022)</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product.</td>
<td>Projector system with computer, video, audio, and internet capabilities. Smartboard. Consumable supplies such as paper, cards, or post-it notes for exit slips. Student computers and software. Schoology Microsoft Office (or Google Classroom) Smartboard Textbook</td>
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<td>Students will: <strong>Compare</strong> how IT is used in the government and the private sector.</td>
<td>Formative: Teacher observation and comment on internet research and sources being used.</td>
<td><strong>Learning Activity Checklist</strong></td>
<td><strong>Equipment List by CTE Cluster</strong></td>
<td><strong>Link to Helpful Tech Tools</strong></td>
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<td>Summative:</td>
<td><strong>Summative:</strong> Discuss the evolution of the world wide web and internet (i.e., history and current use).</td>
<td><strong>Link to Differentiation Examples</strong></td>
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<td>Define government and private sector to avoid</td>
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| | ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended | | Projector system with computer, video, audio, and internet capabilities. Smartboard. Consumable supplies such as paper, cards, or post-it notes for exit slips.
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**Link to Differentiation Examples**

**Link to Helpful Tech Tools**

**Equipment List by CTE Cluster**
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<td>SWBAT</td>
<td>Formative/Summative</td>
<td><strong>Learning Activity Checklist</strong>&lt;br&gt;<strong>Link to Differentiation Examples</strong>&lt;br&gt;<strong>Examples</strong>&lt;br&gt;<strong>Integrated and Related Academic Content:</strong> ELA, Math, Science, and/or Social Studies Concepts &amp; Activities</td>
<td><strong>Equipment List by CTE Cluster</strong>&lt;br&gt;<strong>Link to Helpful Tech Tools</strong></td>
<td><strong>Equipment, Technology &amp; Materials</strong>&lt;br&gt;<strong>Equipment List by CTE Cluster</strong>&lt;br&gt;<strong>Link to Helpful Tech Tools</strong></td>
</tr>
<tr>
<td>Students will: <strong>Provide</strong> examples of how IT can be used for strategic issues.</td>
<td>Formative: Exit ticket based on lecture or research.&lt;br&gt;Summative: Lecture with PowerPoint and guided research.&lt;br&gt;Independent research.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies;</td>
<td>Projector system with computer, video, audio, and internet capabilities. Smartboard.</td>
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0863377363291&form=IRP RST&ck=8E4724338E5AE 9CC0ABC2B35E73D8407 &selectedindex=3&ajaxhist =0&ajaxserp=0&vt=0&sim= 11&adlt=strict&shftp=GetUrl &shid=134addb8-9d03- 4851-b4cd-b88fa9d056dc&shfk=NDArI EZyZWUqVvmVubiBEawFnn cmFtFRlbXBsYXRlcAoV2 9yZCwgUERGKSDhklUgV GVtcGxhdGVMYW13D&s hdk=Rm91bmQgb24gQmlu ZyBmcm9tIHRlbXBsYXRlb GFiLmNvbQ%3D&shh k=aFVrKjCPFWiCi4d4iaD Cth9ncOMYglKLOt3wXhY sl7c%3D&shth=OIP.Nw5K 5NrBG2T8ikQCO1nGZQH aFu
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<tr>
<td>Students will: <strong>Research</strong> information on the future trends in information technology. <strong>Report</strong> and <strong>describe</strong> the impact of future trends in information technology systems.</td>
<td>Word document listing examples. Create a word cloud using key phrases from examples.</td>
<td>Student note taking.</td>
<td>present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product</td>
<td>Consumable supplies such as paper, cards, or post-it notes for exit slips. Student computers and software. Schoology Microsoft Office (or Google Classroom) Smartboard Textbook</td>
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<td>Formative: Quizlet. Quiz. Summative: Kahoot! Socrative. Research findings given in a presentation or paper. Create a podcast.</td>
<td>Lecture with PowerPoint. Teacher-led discussion including topics such as E-Commerce and relationship of all systems in an organization (e.g., IT relationship with finance for online shopping site). Research and create flashcards or new Quizlet for emerging trends (e.g., m-commerce or mobile commerce).</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product</td>
<td>Projector system with computer, video, audio, and internet capabilities. Smartboard. Consumable supplies such as paper, cards, or post-it notes for exit slips. Student computers and software. Schoology Microsoft Office (or Google Classroom) Smartboard Textbook</td>
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<td>Students will: <strong>Describe</strong> Information systems including components and their maturity.</td>
<td>Identify and briefly describe several current e-commerce applications. Discuss the impact of Amazon.</td>
<td>Teacher assignment with student-led discussions. Research components of information systems. Create a word wall for Key Vocabulary. Create word clouds for Key Vocabulary.</td>
<td><strong>ELA</strong>: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product.</td>
<td><strong>Equipment List by CTE Cluster</strong></td>
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<tr>
<td>Formative: Class participation Kahoot! Summative: Class presentation/discussion of systems. Group assignment of a particular system for research. Create PowerPoint for group-led discussion. Quiz with discussion question. Write paper prepared in acceptable style.</td>
<td>Teacher assignment with student-led discussions. Research components of information systems. Create a word wall for Key Vocabulary. Create word clouds for Key Vocabulary.</td>
<td><strong>ELA</strong>: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product.</td>
<td><strong>Equipment List by CTE Cluster</strong></td>
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<td><strong>Link to Helpful Tech Tools</strong></td>
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**Equipment List by CTE Cluster**
- Projector system with computer, video, audio, and internet capabilities.
- Smartboard.
- Consumable supplies such as paper, cards, or post-it notes for exit slips.
- Student computers and software.
- Schoology
- Microsoft Office (or Google Classroom)
- Smartboard
- Textbook
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<td><strong>Students will:</strong> Describe a strategic information system.</td>
<td>Formative: Exit slip. Summative: Quiz. Discussion question. Write a paragraph.</td>
<td>Lecture with PowerPoint. Student note taking. Explain that Strategic Information Systems (SIS) are information systems that are developed in response to corporate business initiatives. They are meant to give a competitive edge to the organization. (<a href="https://en.wikipedia.org">https://en.wikipedia.org</a>) <a href="https://planningtank.com/computer-applications/strategic-information-system">https://planningtank.com/computer-applications/strategic-information-system</a></td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product</td>
<td>Projector system with computer, video, audio, and internet capabilities. Smartboard. Consumable supplies such as paper, cards, or post-it notes for exit slips. Student computers and software. Schoology Microsoft Office (or Google Classroom) Smartboard Textbook</td>
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<tr>
<td><strong>Students will:</strong> List examples of key operational information systems</td>
<td>Formative: Class discussion. Summative: Student notes grade. Quiz. Kahoot!</td>
<td>Lecture with PowerPoint. Student note taking. Student research.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies</td>
<td>Projector system with computer, video, audio, and internet capabilities. Smartboard. Consumable supplies such as paper, cards, or post-it notes for exit slips.</td>
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<td>Students will: <strong>Describe</strong> how support systems affect operational and strategic information systems.</td>
<td>Formative: Participation in class discussion. Summative: Essay question. One-page report on research findings.</td>
<td>Lecture with PowerPoint. Student note taking. Class discussion.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product.</td>
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<td><strong>Equipment List by CTE Cluster</strong></td>
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<td><strong>Link to Helpful Tech Tools</strong></td>
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**Potential Learning Activity Checklist**

**Link to Differentiation Examples**

https://www.sciencedirect.com/topics/computer-science/operational-system

Key Vocabulary

| technical maturity, technical maturity index, technical life cycle, research development, ascent, maturity, decline, private sector, public sector, government sector, strategic, strategic focus, strategic competencies, strategic alliances, culture modification, e-commerce products, trends, technology systems, virtual reality, 3D printing, robotics, artificial intelligence, wireless technology, mobile devices, wearable technology, accessibility, information system maturity model, strategic information system, environmental information, competitive information, internal information, operational information system, strategic information system |

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest speaker from local business to talk about the company's efforts in e-commerce.

CTSO Connection:

FBLA case studies (www.FBLA-PBL.org; https://www.dropbox.com/sh/soy5yhbfivr7mvc/AABhiE6Ve_EyA_nK7qsLpryVa?dl=0.)
FBLA competitive events such as E-business, Database Design & Applications, Help Desk, Networking Infrastructures, Mobile Application Development, Computer Applications,
DECA competitive events such as Principles of Business Administration, Principles of Marketing.

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
Unit 4 Title: Organizations

Content Standards
4. Describe different kinds of Information Management organizations.
   4a. Describe components of internal and external IS/IT environments.
   4b. Develop plans for an organization using the components of a well-defined Information Management environment.

Unpacked Learning Objectives

Students know:
● How to identify internal and external components of an Information System/Information Technology environment.
● How to describe internal and external components of an Information System/Information Technology environment.
● How to determine the steps for developing an IT plan for information management with an organization.
● How to identify components required to manage information for an organization.
● How to create a well-designed IT plan that includes developing, executing and managing the plan.

Students are able to:
● Define information management.
● Discuss the components that make up an information system (hardware, software, database, network and people).
● Discuss the process of managing information for organizations.
● Identify the different kinds of information management organizations.
● Identify and describe the different kinds of information management organizations.
● Determine the basic internal and external IS/IT components required to survive in a fast evolving digital environment.
● Determine the steps for developing an information management plan for an organization.
● Identify components required to manage information within an organization.
● Create a well designed IT plan with all required components.

Students understand that:
● There are different kinds of information management organizations.
● The ability of business to function in a fast-evolving digital economy requires management to devise a sustainable and robust information system.
● Internal and external factors that influence an organization’s ability to manage information technology within an organization.
● Developing well-defined plans are important in developing long-range plans for information systems on the basis of the organization’s overall strategic plan.
| Unit Driving/Essential Question | What is information management?  
|                               | What is an information management organization?  
|                               | What are internal factors that affect an organization’s ability to manage information technology?  
|                               | What are external factors that affect an organization’s ability to manage information technology?  
|                               | What does a well-defined plan for information systems look like?  
| Exemplar High Quality Unit Task | Assign appropriate projects such as writing a plan for information systems. |
### Map of Student Learning by Learning Objective

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<tr>
<td>Students will: <strong>Describe</strong> the different kinds of information management.</td>
<td>Formative: Exit ticket. Summative: Essay.</td>
<td>Lecture with PowerPoints. Class discussion. Student note taking. Group work. Internet research. <a href="https://www.floridatechonline.com/blog/information-technology/5-types-of-information-systems">https://www.floridatechonline.com/blog/information-technology/5-types-of-information-systems</a></td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product</td>
<td>Projector system with computer, video, audio, and internet capabilities. Smartboard. Consumable supplies such as paper, cards, or post-it notes for exit slips. Student computers and software. Schoology Microsoft Office (or Google Classroom) Smartboard Textbook</td>
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<tr>
<td>Students will: <strong>Describe</strong> components of internal and external IS/IT environments.</td>
<td>Formative: Question cards with a component on each card to give to students for answering. Kahoot! Socrative. Quizlet. Summative: Quiz.</td>
<td>Lecture with PowerPoints. Class discussion. Student note taking. Group work. Internet research.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product</td>
<td>Projector system with computer, video, audio, and internet capabilities. Smartboard. Consumable supplies such as paper, cards, or post-it notes for exit slips. Student computers and software. Schoology Microsoft Office (or Google Classroom) Smartboard Textbook</td>
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<tr>
<td>Students will: <strong>Develop</strong> plans for an organization using the components of a well-defined Information Management environment.</td>
<td>Formative: Draft versions of plans. Summative: Finalized plans.</td>
<td>Lecture with PowerPoints. Class discussion. Student note taking. Group work. Internet research. Case studies.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through</td>
<td>Projector system with computer, video, audio, and internet capabilities. Smartboard. Consumable supplies such as paper, cards, or post-it notes for exit slips. Student computers and software. Schoology Microsoft Office (or Google Classroom)</td>
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Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction Updated as of Jan 8, 2022
|-----------------------------------|--------------------------------------------------------|-------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------|
| Divide students into groups to represent organizations (real or fictitious). Develop plans using the components of a well-defined Information Management environment. | writing, speaking, or creating a digital product | **Learning Activity Checklist**
**Link to Differentiation Examples** | | **Equipment List by CTE Cluster**
**Link to Helpful Tech Tools** |
| | | | | Smartboard Textbook |
Key Vocabulary

information management organization, internal information system, information technology environment, database management system, information management environment

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Collaborate with area community colleges, university/colleges, or technical schools for mentoring students in writing plans.

CTSO Connection:

FBLA case studies (www.FBLA-PBL.org; https://www.dropbox.com/sh/soy5yhbfivr7mvc/AABhiE6Ve_EyA_nK7qsLpyVa?dl=0.)
FBLA competitive events such as Business Management, Business Plan, Computer Problem Solving, Data Analysis, Database Design & Application.
DECA competitive events such as Principles of Business Management and Administration, Financial Services, and Business Services Operations.

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
Unit 5 Title: Strategies

Content Standards
5. Describe different strategies used in Information Management.
   5a. Discuss the importance of the Information Systems strategy and the consequences of a lack of strategy.
   5b. Define and illustrate the strategic processes used in Information Management.
   5c. Describe the differences between Information Systems and Information Technology strategies.

Unpacked Learning Objectives

Students know:
- How to select describe different strategies used in information management including acquiring, managing, using and delivering information through products and services.
- How to determine the components of an Information Systems strategy.
- Why an effective information strategy is needed.
- What the organization is trying to achieve and the needs of the business.
- How to assess the status quo.
- How to review and consolidate a plan for duplicated data, missing data, inconsistent data, existing manual process, non-performing systems, opportunities for integrating with third parties.
- How to identify and identify strategic processes used in Information Management to make key decisions that positively impact business productivity.
- How to illustrate the use of the strategic process in managing information for an organization.
- How to differentiate between Information Systems (IS) and Information Technology Strategies (ITS) by describing IS and ITS.

Students are able to:
- Describe how to identify strategies used to manage information.
- Discuss the necessity for organizations to select and implement an information systems strategy to: 1) understand goals, 2) determine needs, 3) assess the status quo, 4) review and revise, and 5) define opportunities and risks.
- Determine the consequences of not having an information Systems strategy.
- Identify strategic processes used to manage information for an organization.
- Illustrate knowledge of the processes used to set organizational goals and manage information.
- Differentiate between Information Systems and Information Technology Strategies.

Students understand that:
- Evaluating strategies for managing information allows organizations to set goals and objectives for how technology will be implemented and used to support business objectives.
• Assessing the importance of information system strategy is essential to allowing organizations to allocate, store, process data, and to manipulate the information developed and received.
• Having a defined process for managing information will allow businesses to make logical decisions and develop new goals quickly in order to keep pace with evolving technology, market and business conditions.
• Businesses should employ the five stages of Information Management and demonstrate the ability to illustrate the strategic process by defining each stage.
• Information systems incorporate the technology, people, and processes involved with information and that Information technology strategies are the plans that guide the information system.

| Unit Driving/Essential Question | What is the difference between Information Systems and Information Technology strategies?  
|                               | What is the importance of each to an organization?  
|                               | How do organizations allocate, store, process data, and manipulate information developed and received?  
|                               | How do businesses make logical decisions and develop new goals quickly?  
|                               | How do businesses keep pace with evolving technology and market and business conditions?  
|                               | What are the five stages of Information Management?  
|                               | How are Information Systems related to technology, people, and processes? |

| Exemplar High Quality Unit Task | Assign appropriate projects such as creating a digital presentation for one or more of the unit concepts (e.g., Define and illustrate the strategic processes used in Information Management). |
## Map of Student Learning by Learning Objective

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<td>Students will: <strong>Describe</strong> different strategies used in managing information.</td>
<td>Formative: Checklist Summative: Blog, discussion board post, or Schoology comment.</td>
<td>Lecture with PowerPoints. Class discussion. Student note taking. Group work. Internet research. Case studies. Discussion boards. Include information to address essential questions. Describe Five Stages In Information Management (parallelprojecttraining.com <a href="https://www.parallelprojecttraining.com/blog/describe">https://www.parallelprojecttraining.com/blog/describe</a>)</td>
<td>SCI: Classroom Variation Classroom Variation SCI: SBWAT complete the business worksheet in conjunction with the scientific method to create a hypothesis on personality traits and percentages of those future entrepreneurs. <a href="#">Business Worksheet</a> ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information</td>
<td>Projector system with computer, video, audio, and internet capabilities. Smartboard. Consumable supplies such as paper, cards, or post-it notes for exit slips. Student computers and software. Schoology Microsoft Office (or Google Classroom) Smartboard Textbook</td>
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<tr>
<td>Students will: Discuss the importance of the Information Systems strategy.</td>
<td>Formative: Class discussion.</td>
<td>Lecture with PowerPoints. Class discussion. Student note taking.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies;</td>
<td>Projector system with computer, video, audio, and internet capabilities. Smartboard.</td>
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“Information management strategies are plans that guide a company to keep its IM practices in sync, improve its processes, and prepare for the future.” Information Management Strategies: From Punch Cards to Data Warehouses, and Looking to the Future with Big Data and AI. [https://www.smartsheet.com/information-management#:~:text=Information%20management%20strategies%20are%20plans%20that%20guide%20a,plans%20can%20include%20the%20following%20information%3A%20Current%20status](https://www.smartsheet.com/information-management#:~:text=Information%20management%20strategies%20are%20plans%20that%20guide%20a,plans%20can%20include%20the%20following%20information%3A%20Current%20status)
| Summative: Blog, discussion board post, or Schoology comment. | Group work.  
Internet research.  
Case studies.  
Discussion boards.  
“Information management strategies are plans that guide a company to keep its IM practices in sync, improve its processes, and prepare for the future.” Information Management Strategies: From Punch Cards to Data Warehouses, and Looking to the Future with Big Data and AI. [https://www.smartsheet.com/information-management#:~:text=Information%20management%20strategies%20are%20plans%20that%20guide%20a,plans%20can%20include%20the%20following%20information%3A%20Current%20status](https://www.smartsheet.com/information-management#:~:text=Information%20management%20strategies%20are%20plans%20that%20guide%20a,plans%20can%20include%20the%20following%20information%3A%20Current%20status) | present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product.  
Consumable supplies such as paper, cards, or post-it notes for exit slips.  
Student computers and software.  
Schoology  
Microsoft Office (or Google Classroom)  
Smartboard  
Textbook | Projector system with computer, video, audio, and internet capabilities.  
Smartboard. |

**Students will:**  
**Define** and **illustrate** the strategic processes used in information management.  
Formative:  
Teacher observation.  
Summative:  
Lecture with PowerPoints.  
Class discussion.  
Student note taking.  
ELA: Locate and use relevant and credible information through a variety of search tools and research strategies;  
Student computers and software.  
Schoology  
Microsoft Office (or Google Classroom)  
Smartboard  
Textbook
| Visual (infographic, poster, paper, slide) | Group work. Internet research. Case studies. Discussion boards. Use PowerPoint, Publisher, Word or other software to create an illustration, “Information management strategies are plans that guide a company to keep its IM practices in sync, improve its processes, and prepare for the future.” Information Management Strategies: From Punch Cards to Data Warehouses, and Looking to the Future with Big Data and AI. [https://www.smartsheet.com/information-management#%3A%3AText=Information%20management%20strategies%20are%20plans%20that%20guide%20a%20company%20to%20keep%20its%20IM%20practices%20in%20sync%2C%20improve%20its%20processes%2C%20and%20prepare%20for%20the%20future]%20plans%20can%20include%20the%20following%20information%3A%20Current%20status | present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product (using Google Tools, Microsoft Office Tools, Canva for Education, etc.) | Consumable supplies such as paper, cards, or post-it notes for exit slips. Student computers and software. Schoology Microsoft Office (or Google Classroom) Smartboard Textbook |
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“For an information system strategy to be successfully realized, it is important to have a working information technology strategy.” Information Systems Vs. Information Technology, Essay Prowess. [https://essayprowess.com/information-systems-vs-information-technology/](https://essayprowess.com/information-systems-vs-information-technology/)

Management Information Systems - strategy, organization, levels, examples, advantages, model, type, company, business (referenceforbusiness.com) [https://wwwreferenceforbusiness.com](https://wwwreferenceforbusiness.com)

ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product

| Projector system with computer, video, audio, and internet capabilities. Smartboard. Consumable supplies such as paper, cards, or post-it notes for exit slips. Student computers and software. Schoology Microsoft Office (or Google Classroom) Smartboard Textbook |
Key Vocabulary

strategy, information system strategy, strategic

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest speaker from modern manufacturing community or Workforce Development Council.

CTSO Connection:

FBLA case studies (www.FBLA-PBL.org; https://www.dropbox.com/sh/soy5ybflvr7mvc/AABhiE6Ve_EyA_nK7qsLpryVa?dl=0.)
FBLA competitive events such as Business Management, Business Plan, Computer Problem Solving, Data Analysis, Database Design & Application.
DECA competitive events such as Principles of Business Management and Administration, Financial Services, and Business Services Operations.

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
Unit 6 Title: DIKAR

Content Standards
6. Diagram the strategic alignment model (also referred to as the DIKAR [Data, Information, Knowledge, Action, and Result] model), and show how the layers influence attitudes toward Information Management.

Unpacked Learning Objectives

Students know:
- How to diagram the strategic alignment model.

Students are able to:
- Compose a diagram that demonstrates the strategic alignment model.

Students understand that:
- Strategic alignment is critical to any executive or organization that desires to outperform their competitors.

<table>
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<tr>
<th>Unit Driving/Essential Question</th>
<th>What is a strategic alignment model? How does strategic alignment help executives and organizations outperform their competitors?</th>
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<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Assign appropriate projects such as creating a diagram that demonstrates the strategic alignment model known as DIKAR.</td>
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## Map of Student Learning by Learning Objective

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<td>Students will: <strong>Diagram</strong> the strategic alignment model</td>
<td>Formative: Checklist.</td>
<td>Use Google image search to locate various diagrams for strategic alignment models.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product (using Google Tools, Microsoft Office Tools, Canva for Education, etc.)</td>
<td>Projector system with computer, video, audio, and internet capabilities. Smartboard. Consumable supplies such as paper, cards, or post-it notes for exit slips. Student computers and software. Schoology Microsoft Office (or Google Classroom) Smartboard Textbook</td>
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<td>Summative: Diagram.</td>
<td>Discuss the meaning of DIKAR.</td>
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<td>Reference in Wikipedia: <strong>Data</strong> that is maintained in IT infrastructure has to be interpreted in order to render information. The <strong>information</strong> in our information systems has to be understood in order to emerge as knowledge. <strong>Knowledge</strong> allows managers to make effective decisions. Effective decisions have to lead to appropriate <strong>actions</strong>.</td>
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**Equipment List by CTE Cluster**  
**Link to Helpful Tech Tools**
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<td>Learning Activity Checklist</td>
<td>Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts &amp; Activities</td>
<td>Equipment List by CTE Cluster</td>
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<td>Link to Differentiation Examples</td>
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<td>Appropriate actions are expected to deliver meaningful results. This is often referred to as the DIKAR model: Data, Information, Knowledge, Action and Result, it gives a strong clue as to the layers involved in aligning technology and organizational strategies, and it can be seen as a pivotal moment in changing attitudes to information management.”</td>
<td>Create LinkedIn profiles. Check LinkedIn education resources. Using Knowledge management as a tool to achieve a competitive advantage (linkedin.com) <a href="https://www.linkedin.com/pulse/using-knowledge-management-tool-achieve-competitive-advantage">https://www.linkedin.com/pulse/using-knowledge-management-tool-achieve-competitive-advantage</a></td>
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<td>Link to Differentiation Examples</td>
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<td>Locate additional sites for information on strategic alignment models including DIKAR. What Is Strategic Alignment?</td>
<td>CMOE <a href="https://cmoe.com/glossary/strategic-alignment/">https://cmoe.com/glossary/strategic-alignment/</a></td>
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</table>
Key Vocabulary

strategic alignment model, DIKAR model

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Contact a company that uses strategic planning for the opportunity to job shadow or to provide a guest speaker.

CTSO Connection:

FBLA case studies (www.FBLA-PBL.org; https://www.dropbox.com/sh/soy5yhbflvr7mvc/AABhiE6Ve_EyA_nK7qsLpyVa?dl=0.)
FBLA competitive events such as Business Plan.
DECA competitive events such as Innovative Plan, Start-up Business Plan, Independent Business Plan, Business Growth Plan.

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
Unit 7 Title: Business Processes

Content Standards
7. Identify components and processes of managing business information and give examples of effective application of the processes.
   7a. Identify business processes used in Information Management in state and national governments.
   7b. Define and give examples of recent radical process redesign in businesses’ Information Management.
   7c. Show examples of the depth and scope of problems resulting from change in business processes in Information Management.

Unpacked Learning Objectives

Students know:
- How to identify components of an information system needed to effectively manage data for use by management.
- How to determine processes used in managing information and provide examples of effective processes.
- How to research and identify processes that impact businesses which vary depending on business type, industry, location, etc.
- How to research examples of recent “radical process redesign for current organizations/businesses)
- How to determine the need for balance of compliance and efficiency when balancing business processes.
- How to identify limits on information that inhibit business decision making.
- How to devise a plan to overcome lack of adequate resourcing or skills.
- How to evaluate ways to prevent violation of client confidentiality.

Students are able to:
- Identify components of information management systems.
- Research examples of effective processes to manage business information.
- Identify the types of business processes that save costs, boost productivity, and enhance custom experiences.
- Discuss “noteworthy/newsworthy” examples of current radical process redesign that have impacted business and have achieved dramatic improvement in cost, quality, service, and speed performance.
- Review management information processes to understand the challenges organizations face when creating management systems.
- Evaluate the challenges or barriers for organizations that can make a difference in the operational efficiency, safeguarding of stakeholder information, competitive edge and regulatory compliance.

Students understand that:
- The management of business information is important so that business may meet basic requirements for taxes, acquiring loans and government contracts/grants.
- Effective and efficient processes are the key to unleash the growth and sustainability of your businesses.
- Business process re-engineering can lead to businesses rethinking existing processes to deliver more value to the customer.
- Organizations must engage all staff in designing information systems to manage and reduce problems that result in a lack of compliance to
ensure that resources are allocated to ensure mandated regulatory reporting, security of data, disposal of information, and archival of information.

| Unit Driving/Essential Question | How does management of business information help meet basic requirements for taxes, acquiring loans, and government contracts/grants?  
What kind of processes are essential to growth and sustainability of a business?  
What is business process re-engineering, and what does it lead to?  
Who should be involved in designing information systems?  
Why should all staff be involved in designing information systems? |
| Exemplar High Quality Unit Task | Assign appropriate projects such as making a presentation about a company that has re-engineered its business processes. |
Map of Student Learning by Learning Objective
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<td>Learning Activity Checklist</td>
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<td>Link to Differentiation Examples</td>
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<td>Link to Helpful Tech Tools</td>
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</tbody>
</table>
Students will: **Identify** components and processes of managing business information and give examples of effective application of the process.

| Formative: | Kahoot! |
| Summative: | Case studies |

Lecture with PowerPoints.
Class discussion.
Student note taking.
Group work.
Internet research.
Case studies (Apple, USA Today, Southwest Airlines, Coca-Cola, Nokia)

Managing a new business - What to do first | BDC.ca

Virtual Business Challenge:
“The FBLA Virtual Business Management Challenge encourages FBLA members to test their skills at managing either a bicycle manufacturing business or a blue jeans manufacturing business. Students will be limited as to which concepts they are able to control

ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product (using Google Tools, Microsoft Office Tools, Canva for Education, etc.)

Projector system with computer, video, audio, and internet capabilities.
Smartboard.
Consumable supplies such as paper, cards, or post-it notes for exit slips.
Student computers and software.
Schoology
Microsoft Office (or Google Classroom)
Smartboard
Textbook
during each of the qualifying rounds. What participants control will include various combinations of the following concepts: Recruiting/hiring/supervising employees, risk management, organizing floor layouts, bidding on orders and more. For each round, teams will be ranked based on their business' cumulative profit after running the simulation for six virtual months.
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<td><strong>Objective</strong></td>
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<td><strong>Equipment List by CTE Cluster</strong></td>
<td><strong>Link to Helpful Tech Tools</strong></td>
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<tr>
<td>Students will: <strong>Identify</strong> business processes used in Information Management both state-wide and nationally. These processes can include: sales, customer service, recruitment, invoicing, ordering, customer onboarding, accounting, market research and product development.</td>
<td>Formative: Kahoot! Summative: Case studies.</td>
<td>Lecture with PowerPoints. Class discussion. Student note taking. Group work. Internet research. Case studies (Apple, USA Today, Southwest Airlines, Coca-Cola, Nokia)</td>
<td><strong>ELA:</strong> Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product (using Google Tools, Microsoft Office Tools, Canva for Education, etc.)</td>
<td><strong>Projector system with computer, video, audio, and internet capabilities. Smartboard.</strong> <strong>Consumable supplies such as paper, cards, or post-it notes for exit slips.</strong> <strong>Student computers and software.</strong> <strong>Schoology</strong> Microsoft Office (or Google Classroom) <strong>Smartboard</strong> <strong>Textbook</strong></td>
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<tr>
<td>Students will: <strong>Define</strong> and <strong>give</strong> examples of recent radical process redesign in businesses’ Information Management.</td>
<td>Formative: Exit ticket. Summative: Class discussion. Presentations.</td>
<td>Lecture with PowerPoints. Class discussion. Student note taking. Group work. Internet research.</td>
<td><strong>ELA:</strong> Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information</td>
<td><strong>Projector system with computer, video, audio, and internet capabilities. Smartboard.</strong> <strong>Consumable supplies such as paper, cards, or post-it notes for exit slips.</strong> <strong>Student computers and software.</strong> <strong>Schoology</strong></td>
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<td>when answering through writing, speaking, or creating a digital product (using Google Tools, Microsoft Office Tools, Canva for Education, etc.)</td>
<td>Microsoft Office (or Google Classroom) Smartboard Textbook</td>
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<td>Case studies (Amazon Dash Button, Salesforce, Metromile). Management Tools - Business Process Reengineering</td>
<td>Learning Activity Checklist</td>
<td>Link to Differentiation Examples</td>
<td>Equipment List by CTE Cluster</td>
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<td>Management Tools - Business Process Reengineering</td>
<td>Link to Helpful Tech Tools</td>
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<td>3 examples of radical innovation</td>
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<td><a href="https://yonderconsulting.com/3-examples-of-radical-innovation/#:%25_text=Metromile">https://yonderconsulting.com/3-examples-of-radical-innovation/#:%_text=Metromile</a>, pay%2Dper%2Dmile%20basis.</td>
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<tr>
<td>Students will: <strong>Show</strong> examples of the depth and scope of problems resulting from change in business processes in Information Management.</td>
<td>Formative: Teacher observation. Checklist. Self-quiz from Chapter 8, CIS 310 Management Information Systems, Dr. Ruth Guthrie (cpp.edu), <a href="https://www.cpp.edu/~raguthrie/CIS310/index.htm">https://www.cpp.edu/~raguthrie/CIS310/index.htm</a>. Summative: Presentation.</td>
<td>Lecture with PowerPoint. Student note taking. Class discussion. Case studies (Target Corporation, Federal Home Loan Mortgage Company). Internet research. Open Textbook: ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product</td>
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<td>Visuals such as posters, infographics, slides.</td>
<td>Information Systems for Business and Beyond (2019) (biola.edu), <a href="https://digitalcommons.biola.edu/cgi/viewcontent.cgi?article=1000&amp;context=open-textbooks">https://digitalcommons.biola.edu/cgi/viewcontent.cgi?article=1000&amp;context=open-textbooks</a> Chapter 8: Business Processes – Information Systems for Business and Beyond (pressbooks.com) <a href="https://bus206.pressbooks.com/chapter/chapter-9-info-systems-strategic-advantage/">https://bus206.pressbooks.com/chapter/chapter-9-info-systems-strategic-advantage/</a></td>
<td>(using Google Tools, Microsoft Office Tools, Canva for Education, etc.)</td>
<td>Textbook</td>
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</table>

*Equipment List by CTE Cluster*

*Link to Helpful Tech Tools*
Key Vocabulary

Business Process Management (BPM), business process improvement, business process mapping, business process documentation, business process discovery, business process automation, business process re-engineering

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest speaker, virtual speaker, or virtual tours of industry.

CTSO Connection:

FBLA case studies (www.FBLA-PBL.org; https://www.dropbox.com/sh/soy5ybflvr7mvc/AABhiE6Ve_EyA_nK7qsLpryVa?dl=0.)
FBLA Virtual Business Challenge.
FBLA competitive events such as Business Plan.
DECA competitive events such as Principles of Business Management and Administration.

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)
Unit 8 Title: Portfolio Information

Content Standards
8. Discuss two discriminating factors that allow a business to construct an alternative portfolio for information.
   8a. Explain the difference between “availability of information” and “nature of the information.”
   8b. Construct a matrix showing each stage or quadrant of the information portfolio, consisting of huge volumes of unstructured data.
   8c. Describe the methods, techniques, and tools used for business and systems analysis and how the business analysis relates to the Information Portfolio.

Unpacked Learning Objectives

Students know:
- How to determine investments that can represent the compilation of an alternative portfolio.
- How to determine the purpose and costs of making investments.
- How to determine the factors (risks/rewards) to consider when making an investment.
- How to define data availability as it pertains to business portfolios and financial/investment assets.
- How to compare “availability of information” and “nature of information”.
- How to determine the stages of the portfolio lifecycle (process).
- How to describe the methods used for business system analysis.
- How to describe the techniques and tools used for business system analysis.
- How to explain the relationship of the Information Portfolio to business analysis.

Students are able to:
- Analyze the risks and rewards to consider when investing in alternative markets.
- Conduct research to determine investment considerations when utilizing alternative investments.
- Differentiate the difference between concepts “availability of information” and “nature of the information”.
- Explain the concept of availability of information.
- Explain the concept of nature of information.
- Determine the importance of availability in security as it pertains to managing information stored on computer resources.
- Explain the stages of project portfolio management.
- Develop a matrix showing each stage of the information portfolio.
- Describe the methods, techniques, and tools used to analyze portfolio performance.

Students understand that:
- There are considerations to make when selecting investment options for a portfolio.
- An alternative portfolio consists of real estate, collectibles, commodities, private equity and derivatives.
Data availability refers to information that is accessible to authorized users and assures that an information system can be accessed by authenticated users when needed.

There are differences between the type of information available to authenticated users for portfolio evaluation. No users of information are permitted to hide the information of which another user may have the right to access.

There are various stages of portfolio management.

The goal in managing information portfolios is to balance the implementation of daily value changes with scheduled system maintenance/upgrades while optimizing the return on investments for the business.

Providing management with information reporting is dependent on employing effective methods of identifying business problems, devising business strategies, goals and objectives.

| Unit Driving/Essential Question | What is a portfolio (of investments)?  
|                               | What is the difference between availability of information and nature of information?  
|                               | How is a business portfolio evaluated?  
|                               | What is the goal of managing information portfolios?  

| Exemplar High Quality Unit Task | Assign appropriate projects such as creating a Business Financial Plan or Business Plan following FBLA competitive event guidelines for hosting an online discussion board to create a matrix for a given scenario/fictitious company.  

## Map of Student Learning by Learning Objective

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<tr>
<td>Students will: <strong>Discuss</strong> two discriminating factors that allow a business to construct an alternative portfolio for information.</td>
<td>Formative: Class discussion Summative: Essay</td>
<td>Lecture with PowerPoint. Student note taking. Define “business portfolio”. [What is a Business Portfolio? - Definition</td>
<td>Meaning</td>
<td>Example](myaccountingcourse.com) <a href="https://www.myaccountingcourse.com/acco">https://www.myaccountingcourse.com/acco</a></td>
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<tr>
<td>Students will: <strong>Explain</strong> the difference between “availability of information” and “nature of the information”.</td>
<td>Formative: Turn and Talk. Summative: Case study.</td>
<td>Lecture with PowerPoint. Student note taking.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies;</td>
<td>Projector system with computer, video, audio, and internet capabilities. Smartboard.</td>
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**Equipment List by CTE Cluster**

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<td><strong>Learning Activity Checklist</strong></td>
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<td>Create infographics or posters.</td>
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<td>Confidentiality, Integrity, and Availability: <a href="https://security.blogoverflow.com/2012/08/confidentiality-integrity-availability-the-three-components-of-the-cia-triad/#:~:text=Availability%20of%20information%20refers%20to%20ensuring%20that%20authorized%20information%20has%20become%20very%20common%20attack%20nowadays">https://security.blogoverflow.com/2012/08/confidentiality-integrity-availability-the-three-components-of-the-cia-triad/#:~:text=Availability%20of%20information%20refers%20to%20ensuring%20that%20authorized%20information%20has%20become%20very%20common%20attack%20nowadays</a>.</td>
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<td>The Nature of Information <a href="https://homes.luddy.indiana.edu/rocha/academic">https://homes.luddy.indiana.edu/rocha/academic</a></td>
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<td>Consumeable supplies such as paper, cards, or post-it notes for exit slips. Student computers and software. Schoology Microsoft Office (or Google Classroom) Smartboard Textbook</td>
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<td><strong>Students will:</strong> Construct a matrix showing each stage or quadrant of the information portfolio, consisting of huge volumes of unstructured data.</td>
<td>Formative: Locate images of information portfolio matrix through Google searches</td>
<td>Illustrate a matrix during lecture using PowerPoint or on white board/chalkboard.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product (using Google Tools, Microsoft Office Tools, Canva for Education, etc.)</td>
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<td>Summative: Create a matrix using available software such as Excel or PowerPoint.</td>
<td>Information portfolio</td>
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<td>Schoology Microsoft Office (or Google Classroom) Smartboard, Textbook</td>
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<tr>
<td><strong>Students will:</strong> Describe the methods, techniques, and tools used for business and systems analysis and how the business analysis relates to the Information Portfolio.</td>
<td>Formative: Exit slip. Post to the discussion board in Schoology or other platforms.</td>
<td>Lecture with PowerPoint. Student note taking. Case studies. Role plays.</td>
<td>ELA: present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product (using Google Tools, Microsoft Office Tools, Canva for Education, etc.)</td>
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### Key Vocabulary

- portfolio, alternative investments, private equity, venture capital, hedge funds, managed futures, commodities, derivatives contracts, diversification, active management, cost efficiency, tax efficiency, asset allocation, data availability, nature of information, malevolent concealment, schedule of availability, project portfolio management (PPM), project portfolio management lifecycle, matrix, quadrant, business analysis, prioritization

### Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Guest speaker from local business, Chamber of Commerce, or investment broker.

### CTSO Connection:

FBLA case studies (www.FBLA-PBL.org; https://www.dropbox.com/sh/soy5yhf7lvr7mvc/AABhiE6Ve_EyA_nK7qsLpryVa?dl=0.)
FBLA competitive events such as Business Financial Plan, Business Management, Introduction to Business Procedures, Business Plan, Economics.
DECA competitive events such as Principles of Business Management and Administration, Principles of Finance, Entrepreneurship, Financial Services, Accounting Applications, Business Finance, Finance Operations, or Business Services Operations.

**Certification/Credential Connection:**

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Unit 9 Title: Information Management Benefits

Content Standards

9. Outline each of the four stages of the benefits management cycle.

10. Describe Information Management bodies of knowledge (IMBOK) models.
   10a. Describe the six knowledge areas: information technology, information system, business processes, business information, business benefit, and business strategy.
   10b. Describe the four Information Management processes: projects, business change, business operations, and performance management.
   10c. Graphically represent the relationship between the knowledge areas and the processes of Information Management.

11. Compare Andy Bytheway’s model for Information Management to other models for Information Management.
   11a. Identify the pros and cons for various models for Information Management.

Unpacked Learning Objectives

Students know:

- How to outline and identify each stage of the benefits management cycle.
- How to describe the Information Management Bodies of Knowledge Model (IMBOK).
- How to conduct research related to the six knowledge areas for IMBOK and describe each of the following areas: information technology, information systems, business processes, business information, business benefit, and business strategy.
- How to identify and describe the four information management processes and their impact on improving and standardizing processes in an organization.
- How to illustrate the relationship between the knowledge areas to improve the organization’s performance.
- How to research models of information management including Andy Bytheway’s model to compare areas of strengths and areas of weaknesses among each model.
- How to identify the pros and cons of implementing various models of information management.

Students are able to:

- Evaluate each stage of the benefits management cycle to ensure that the right project receives adequate investment resources.
- Determine how to apply the IMBOK model to business situations and processes.
- Describe the six knowledge areas related to IMBOK.
- Describe the four information management processes and their relation to
- Illustrate the relationship between the knowledge areas and process of information management.
- Examine a variety of models for information management to apply concepts learned to assess the process of using and managing information.
• Identify the advantages and disadvantages of a variety of information management models.
• Collaborate with a team to determine the risks and rewards for using a selected information management model.

Students understand that:
• Creating a benefits management framework helps the organization to focus on achieving its strategic objectives and gets best value from its investment.
• Implementing the IMBOK model serves to assist communication of information and the effective management of information.
• Managers can develop effective mechanisms to address problems and opportunities when implementing the IMBOK model.
• By identifying and defining the management process ownership and responsibility for projects, changes, operations and performance can be better managed.
• Managers who evaluate the relationship between project processes and the knowledge to complete processes will better allocate resources to meet expected project deadlines.
• Reviewing various management information models provides a basis for information management competency and capacity development.
• Exploring the most prevalent information management modules, including the pros and cons of each, will allow management to determine which models are most favorable for managing information.

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<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What are the stages of the benefits management cycle?</th>
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<tbody>
<tr>
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<td>What are the Information Management “bodies of knowledge” models?</td>
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<td>What are six knowledge areas of Information Management?</td>
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<td>What are the four processes of Information Management?</td>
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<td>What is the relationship between knowledge areas and processes of Information Management?</td>
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<td>What are the pros and cons for various models for Information Management?</td>
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<td></td>
<td>What is the Information Management Bodies of Knowledge Model (IMBOK)?</td>
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<td>What are the four Information Management processes?</td>
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</table>

| Exemplar High Quality Unit Task | Assign appropriate projects such as making a presentation using a flow chart for IMBOK. |
## Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Students will: <strong>Describe</strong> Information Management bodies of knowledge (IMBOK) models.</td>
<td>Formative: Teacher observation of internet search results. Summative:</td>
<td>Teacher explanation of the IMBOK model. Teacher projection of internet search for IMBOK</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies;</td>
<td>Projector system with computer, video, audio, and internet capabilities. Smartboard. Consumable supplies such as paper, cards, or post-it notes for exit slips. Student computers and software. Schoology Microsoft Office (or Google Classroom) Smartboard Textbook</td>
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<tr>
<td>Students will: <strong>Describe</strong> the six knowledge areas: information technology, information system, business processes, business information, business benefit, and business strategy.</td>
<td>Presentation.</td>
<td>model with class discussion. Subsequent student internet research of models. Computer lab to create PowerPoint of findings. Individual presentations.</td>
<td>present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product (using Google Tools, Microsoft Office Tools, Canva for Education, etc.</td>
<td>Consumable supplies such as paper, cards, or post-it notes for exit slips. Student computers and software. Schoology Microsoft Office (or Google Classroom) Smartboard Textbook</td>
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<td>Formative: Checklist. Class discussion.</td>
<td>Class discussion.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product (using Google Tools, Microsoft Office Tools, Canva for Education, etc.</td>
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<td>Summative: Presentations. Visual displays such as infographics, posters, slides.</td>
<td>Flipped classroom.</td>
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<tr>
<td><strong>Students will:</strong> <strong>Describe</strong> the four Information Management processes: projects, business change, business operations, and performance management.</td>
<td>Formative: Checklist. Class discussion. Summative: Presentations.</td>
<td>Class discussion. Class presentations. Flipped classroom.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product (using Google Tools, Microsoft Office Tools, Canva for Education, etc.)</td>
<td>Microsoft Office Tools, Canva for Education, etc.)</td>
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<tr>
<td><strong>Students will:</strong> <strong>Graphically represent</strong> the relationship between the knowledge areas and the processes of Information Management.</td>
<td>Formative: Teacher observation. Summative: Created graphic (printed, uploaded, and/or emailed).</td>
<td>Assignment for independent computer lab time with teacher observation and assistance as needed.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent</td>
<td>Projector system with computer, video, audio, and internet capabilities. Smartboard. Consumable supplies such as paper, cards, or post-it notes for exit slips. Student computers and software. Schoology Microsoft Office (or Google Classroom) Smartboard Textbook</td>
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<td><strong>Students will:</strong> Compare Andy Bytheway’s model for Information Management to other models for Information Management.</td>
<td><strong>Formative:</strong> Class discussion. Summative: Venn Diagram.</td>
<td>Internet research on Andy Bytheway. Locate Andy Bytheway’s model, which is called the Portfolio Model. <a href="https://planningtank.com/computer-applications/information-management">https://planningtank.com/computer-applications/information-management</a>. Download and read (or read online) Andy Bytheway’s <em>Exploring Information Management</em></td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product (using Google Tools, Microsoft Office Tools, Canva for Education, etc.)</td>
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<td><strong>Learning Activity Checklist</strong> <strong>Link to Differentiation Examples</strong></td>
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<td><strong>Equipment List by CTE Cluster</strong> <strong>Link to Helpful Tech Tools</strong></td>
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<tr>
<td>Students will: <strong>Identify</strong> the pros and cons for various models for Information Management.</td>
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<td><strong>Equipment List by CTE Cluster</strong></td>
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<td><strong>Formative:</strong> Class discussion.</td>
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<td><strong>Summative:</strong> Create a table or chart.</td>
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<td><strong>Internet research and concluded findings.</strong></td>
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<td><strong>Think-pair-share activity or group work.</strong></td>
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<td><strong>ELA:</strong> Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product</td>
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- Class discussion to report findings.
- Venn Diagram completed during discussions.

- Microsoft Office Tools, Canva for Education, etc.)
### Key Vocabulary

- benefits management cycle
- benefits plan
- information management bodies of knowledge (IMBOK)
- information technology

### Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

- Guest speakers from industry.

### CTSO Connection:

- FBLA case studies ([www.FBLA-PBL.org](http://www.FBLA-PBL.org); [https://www.dropbox.com/sh/soy5yhblv7mvc/AABhiE6Ve_EyA_nK7qsLpyVa?dl=0].)
- FBLA competitive events such as Business Plan.
- DECA competitive events such as Principles of Business Management and Administration.
Certification/Credential Connection:

<table>
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<th>Certification/Credential Connection:</th>
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<tr>
<td>Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)</td>
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</table>
Unit 10 Title: Building an Information Management System

Content Standards

12. Build an Information Management System.
   12a. Create and/or use spreadsheets, graphs, diagrams, text, and/or other representations to design and establish a well-structured Information Management system.
   12b. Collect relevant data, determine its usefulness, and organize applicable data for use in Information Management.
   12c. Examine and explain the software applications associated with analysis used for Information Management.
   12d. Explain and describe how information and analysis assist in business decision-making.
   12e. Perform data analysis to make business decisions and explain how data can be used in the decision-making process.

Unpacked Learning Objectives

Students know:
- How to apply techniques to plan and build an information management system that will store data
- How to apply spreadsheet technology to perform mathematical calculations.
- How to apply spreadsheet technology to formulate and produce graphs and well established spreadsheet solutions for use in an information management system. Examples: budget, payroll, inventory, invoices, profit-loss statements, balance sheets, etc.
- How to collect relevant data used in information management.
- How to determine the usefulness of information.
- How to organize applicable data used in information management.
- How to examine and explain the purposes of a variety of software applications used for information management.
- How to explain how facts derived from analysis can be used to guide choices about future growth and crucial operational decisions.
- How to utilize analysis tools to make informative business decisions.
- How to explain how data can be used to make business decisions.

Students are able to:
- Collaborate with a team to design and create an information management system that addresses each stage of the information development process.
- Apply technical skills to produce spreadsheets that address a variety of business problems
- Develop spreadsheets that can be utilized for information management systems.
- Collect relevant and useful information required to make business decisions
- Organize data into useful information that can be used in business decision making.
- Examine and explain the application of emerging technologies and software used to make business decisions.
- Determine how business management systems ease the process of decision making by simplifying the process of delivering required information needed to make better decisions.
- Describe the process of collecting information for analysis and decision making.
- Determine the tools needed to analyze data and provide useful information needed to make business decisions.
- Produce decisions based on information derived from data analytic tools.
- How to apply spreadsheet technology to acquire pertinent information for business decision making.

**Students understand that:**
- The importance of designing and building an information system suitable for a small organization or business.
- The need to collect relevant information that drives business decision making is pertinent to making sound decisions and progress in business.
- Utilizing software applications is helpful in building a viable and responsive information management system.
- Information systems exist to provide accurate and time-based information to help managers make crucial decisions in a fast-paced changing business environment.
- Management information systems ease the process of decision making and simply the process of producing required information.
- The use of tools to perform data analysis is crucial to business operations.

| Unit Driving/Essential Question | What is an Information Management System?  
|                               | How do I build an Information Management System?  
|                               | How do I visually represent an Information Management System?  
|                               | How is relevant data collected, analyzed, and organized for use in an Information Management System?  
|                               | How are information and analysis used in business decision-making?  
|                               | How do I perform data analysis?  
| Exemplar High Quality Unit Task | Assign appropriate projects such as created spreadsheets, graphs, diagrams, texts, and/or other representations to design and establish a well-structured Information Management System.  

## Map of Student Learning by Learning Objective

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<tr>
<td>Students will: <strong>Build</strong> an Information Management System.</td>
<td>Formative: CRC Card (Class-responsibility-collaboration cards are a brainstorming tool used in the design of object-oriented software. <a href="http://agilemodeling.com/artifacts/crcModel.htm">http://agilemodeling.com/artifacts/crcModel.htm</a>). Summative: Model of Information Management System.</td>
<td>Lecture with PowerPoint to cover steps in building an Information Management System. Download, print and read 7-Steps for Building an Information System. <a href="https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.199.6723&amp;rep=rep1&amp;type=pdf">https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.199.6723&amp;rep=rep1&amp;type=pdf</a>. Use comments of software or pen/paper for hard copy to record margin notes during reading. Assign groups for students to complete projects. Post in classroom. Class presentations.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product (using Google Tools, Microsoft Office Tools, Canva for Education, etc.)</td>
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**Learning Activity Checklist**

**Link to Differentiation Examples**

**Equipment List by CTE Cluster**

**Link to Helpful Tech Tools**
<table>
<thead>
<tr>
<th><strong>Students will:</strong> <strong>Create</strong> and/or use spreadsheets, graphs, diagrams, texts, and/or other representations to design and establish a well-structured Information Management System.</th>
<th><strong>Formative:</strong> CRC Card.</th>
<th><strong>Develop rubric for representation of Information Management System developed in group work for this unit.</strong></th>
<th><strong>ELA:</strong> Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product (using Google Tools, Microsoft Office Tools, Canva for Education, etc.)</th>
<th><strong>Projector system with computer, video, audio, and internet capabilities. Smartboard.</strong> Consumable supplies such as paper, cards, or post-it notes for exit slips. Student computers and software. Schoology Microsoft Office (or Google Classroom) Smartboard Textbook</th>
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<tr>
<td><strong>Students will:</strong> <strong>Collect</strong> relevant data, determine its usefulness, and <strong>organize</strong> application data for use in Information Management.</td>
<td><strong>Formative:</strong> Determine data to be collected. Create tools to collect data (e.g., survey). <strong>Summative:</strong> Organize collected data into a spreadsheet. Use spreadsheet functions to analyze data (e.g., chart).</td>
<td><strong>Lecture with PowerPoints.</strong> Class internet research to determine ways to collect relevant data. **What Are the Methods of Data Collection?</td>
<td>How to Collect Data (lotame.com), <a href="https://www.lotame.com/what-are-the-methods-of-data-collection/">https://www.lotame.com/what-are-the-methods-of-data-collection/</a></td>
<td><strong>Discuss ways to record, organize, and analyze the collected data.</strong></td>
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<td><strong>Students will:</strong> <strong>Examine</strong> and <strong>explain</strong> the software applications used to analyze data used for</td>
<td><strong>Formative:</strong> Class participation. <strong>Summative:</strong> Internet research to identify software applications used</td>
<td><strong>Lecture with PowerPoint.</strong></td>
<td><strong>ELA:</strong> Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product (using Google Tools, Microsoft Office Tools, Canva for Education, etc.)</td>
<td><strong>Projector system with computer, video, audio, and internet capabilities. Smartboard.</strong></td>
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<tr>
<td>Information Management.</td>
<td>Visual representations. Presentations.</td>
<td>to analyze data for Information Management. Create visual representation of findings. This could be an individual assignment or groups could be assigned a software application to research in depth and share.</td>
<td>research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product (using Google Tools, Microsoft Office Tools, Canva for Education, etc.)</td>
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<td>Students will: <strong>Explain</strong> and <strong>describe</strong> how information and analysis assist in business decision-making.</td>
<td>Formative: Exit slip. Summative: Essay question. Case studies or scenarios.</td>
<td>Lecture with PowerPoint. Class discussion. Student note taking. Review business decision-making process.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product (using Google Tools, Microsoft Office Tools, Canva for Education, etc.)</td>
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<td>Students will: <strong>Perform</strong> data analysis to make business decisions and <strong>explain</strong> how data can be used in the decision-making process.</td>
<td>Formative: Teacher review while students work. Summative: Essay or paper.</td>
<td>Independent lab work. Internet research to identify software applications used to analyze data for Information Management.</td>
<td>ELA: Locate and use relevant and credible information through a variety of search tools and research strategies; present clear, coherent responses on intended audience and purpose; synthesize multiple sources of information when answering through writing, speaking, or creating a digital product (using Google Tools, Microsoft Office Tools, Canva for Education, etc.)</td>
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<td>Using visual representation of findings created earlier in this unit, perform data analysis and write explanations of how data can be used in decision-making processes. This could be an individual assignment or groups could be assigned a software application to research in depth and share.</td>
<td>synthesize multiple sources of information when answering through writing, speaking, or creating a digital product (using Google Tools, Microsoft Office Tools, Canva for Education, etc.)</td>
<td>Student computers and software. Schoology Microsoft Office (or Google Classroom) Smartboard Textbook</td>
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Key Vocabulary

information system, business processes, business information, business benefit, business strategy, information management processes, project business change, business operations, performance management, project integration, project scope, project schedule, project cost, project quality, project resource, project communication, project risk, project procurement, project stakeholder, Andy Bytheway's Model for Information, management, risk, reward

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

Project-based learning through assignment.

CTSO Connection:

FBLA case studies (www.FBLA-PBL.org; https://www.dropbox.com/sh/soy5yhbflvr7mvc/AABhiE6Ve_EyA_nK7qsLpryVa?dl=0.)
FBLA competitive events such as UX Design, Database Design & Application, Business Management, Spreadsheet Applications.
DECA competitive events such as Principles of Business Management and Administration.

Certification/Credential Connection:

Adobe Certified Associate (ACA) – Photoshop / Dreamweaver / Premier Pro / InDesign / Illustrator, ASK Institute – Concepts of Entrepreneurship and Management / Fundamental Business Concepts, Certiport- Entrepreneurship and Small Business (must hold concentrator status), IC3 Global Standard 6 (or higher), Microsoft Office Expert 2019/365 - Access / Excel / Word, Microsoft Office Specialist 2019/365 (MOS) (Two of the following areas REQUIRED: Excel Associate / Outlook Associate / PowerPoint Associate / Word Associate)