COURSE TITLE: Exploring Business Management and Administration, Finance, and Marketing Clusters

Course Description:
Exploring Business Management and Administration, Finance, and Marketing Clusters is an exploratory course designed to introduce students to pathways in the Business Management and Administration, Finance, and Marketing Clusters. This course is designed to be most effective in a project-based environment. Students will explore foundational concepts, terminology, and skills needed to find and progress in a career field of their choice.

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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Foundational Standards</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Exploring Business Careers</td>
<td>9</td>
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<tr>
<td>3</td>
<td>Exploring Marketing Careers</td>
<td>9</td>
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<td>4</td>
<td>Exploring Finance Careers</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>Job Search</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>Employability Skills</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>Stress and Time Management</td>
<td>6</td>
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<tr>
<td>8</td>
<td>Leadership</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: Exploring Business Careers

Content Standards
1. List the Alabama career pathways in the Business Management and Administration Cluster.
   1a. Describe the Business Management and Administration Cluster and explain what someone in the field might do.
   1b. Describe one career from each pathway in the Alabama Career and Technical Education Business Management and Administration Cluster.
   1c. Research and create a visual presentation outlining the educational requirements and salaries for an entry-level, mid-level, and upper management position within the business field.

Unpacked Learning Objectives

Students know:
- Examples of what someone in the business and administration field might do on a typical day at work
- At least one career from each pathway in the Alabama Career and Technical Education Business Management and Administration Cluster
- The educational requirements for an entry-level, mid-level, and upper management position within the business field
- The salaries for an entry-level, mid-level, and upper management position within the business field

Students are able to:
- List the Alabama Career pathways in the Business and Administration cluster
- Summarize the business and administration cluster
- Describe the day-to-day tasks someone in the field might do
- Characterize one career from each pathway in the Alabama Career and Technical Education Business Management Cluster
- Find the educational requirements for an entry-level, mid-level, and upper-level management position within the business field
- Design a media presentation outlining the educational requirements for an entry-level, mid-level, and upper-level management position within the business field

Students understand that:
- Careers in the Business Management and Administration cluster vary and offer a wide range of opportunities

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What careers are available in the Business Management and Administration cluster?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will create a media project of their choice (presentation, short PSA or promotional video, podcast, or website) discussing careers in the Business Management and Administration Cluster.</td>
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</tbody>
</table>
## Map of Student Learning by Learning Objective

<table>
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<tbody>
<tr>
<td><strong>List</strong> the Alabama career pathways in the Business Management and Administration Cluster.</td>
<td>Formative Assessments: Teacher observes students discussing their exploration of business careers. Class discussions of business careers. Exit Slips/Quizzes assessing students' understanding of business careers. Summative Assessments: Students create products (infographics, presentations, posters) to demonstrate student understanding of business careers. End of unit exam assessing student</td>
<td>Students will create an infographic to list the Alabama career pathways in the Business Management and Administration cluster.</td>
<td><strong>Equipment List by CTE Cluster</strong></td>
<td>Interactive presentation software (PearDeck, Quizziz, NearPod) for engaging students during discussions <strong>Canva</strong> for creating infographics, posters, and slide decks/presentations LMS discussion board, quizzes, and assessments <strong>FBLA or DECA</strong> Competitive Events that allow students to demonstrate unit skills.</td>
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<tr>
<td><strong>Describe</strong> the Business Management and Administration Cluster and explain what someone in the field might do.</td>
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<tr>
<td><strong>Describe</strong> one career from each pathway in the Alabama Career and Technical Education Business Management and Administration Cluster.</td>
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</tbody>
</table>

Students will research one career from each pathway in the Alabama Career and Technical Education Business Management and Administration Cluster. Students will then create fictional job postings for...
| Understanding of careers in business. Students demonstrate their knowledge of business careers during planned classroom activities. | Each career describing the career, educational requirements, potential salary, and skills needed for the position. | Research and create a visual presentation outlining the educational requirements and salaries for an entry-level, mid-level, and upper management position within the business field. Students will create a media project of their choice (presentation, short PSA or promotional video, podcast, or website) outlining the educational requirements and salaries for an entry-level, mid-level, and upper management position within the business field. |
Key Vocabulary

career pathways, business management, cluster, business management, business administration, field, career, pathway, research, visual presentation, educational requirements, salaries, entry-level, mid-level, upper management

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

https://www.virtualjobshadow.com/
alabama.kuder.com
Onet.com
Career Stop
https://www.nepris.com/home/v4
https://www.mbaresearch.org/

CTSO Connection:

FBLA EVENTS: Electronic Career Portfolio
DECA EVENTS: Career Development Project

Certification/Credential Connection:

Microsoft Word and Powerpoint
Unit 3 Title: Exploring Marketing Careers

Content Standards
2. List the Alabama career pathways in the Marketing Cluster.
   2a. Describe the Marketing Cluster and explain what someone in the marketing field might do.
   2b. Describe one career from each pathway in the Alabama Career and Technical Education Marketing Cluster.
   2c. Research and create a visual presentation outlining the educational requirements and salaries for an entry-level, mid-level, and upper management position within the marketing field.

Unpacked Learning Objectives

Students know:
- The career pathways within the marketing cluster
- Examples of what someone in the marketing field might do on a typical day at work
- At least one career from each pathway in the Alabama Career and Technical Education Marketing Cluster
- The educational requirements for an entry-level, mid-level, and upper management position within the marketing field
- The salaries for an entry-level, mid-level, and upper management position within the marketing field

Students are able to:
- List the Alabama Career pathways in the marketing cluster
- Summarize the marketing cluster
- Describe the day-to-day tasks someone in the marketing field might do
- Characterize one career from each pathway in the Alabama Career and Technical Education marketing Cluster
- Find the educational requirements for an entry-level, mid-level, and upper-level management position within the marketing field
- Design a media presentation outlining the educational requirements for an entry-level, mid-level, and upper-level management position within the marketing field

Students understand that:
- The Marketing cluster is about leveraging your creativity and business acumen to pursue a career in advertising, public relations, sales, merchandising, or market research.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What careers are available in the Marketing Cluster?</th>
</tr>
</thead>
</table>

Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction
Updated as of Aug 2, 2022
## Students will create a media project of their choice (presentation, short PSA or promotional video, podcast, or website) discussing careers in the Marketing Cluster.

### Map of Student Learning by Learning Objective

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</thead>
<tbody>
<tr>
<td><strong>List the Alabama career pathways in the Marketing Cluster.</strong></td>
<td>Formative Assessments: Teacher observes students discussing their exploration of marketing careers.</td>
<td>Students will create an infographic to list the Alabama career pathways in the Marketing cluster.</td>
<td></td>
<td>Interactive presentation software (<a href="https://peardeck.com">PearDeck</a>, <a href="https://quizziz.com">Quizziz</a>, <a href="https://www.nearpod.com">NearPod</a>) for engaging students during discussions</td>
</tr>
<tr>
<td><strong>Describe the Marketing Cluster and explain what someone in the marketing field might do.</strong></td>
<td>Class discussions of marketing careers. Exit Slips/Quizzes assessing students’ understanding of marketing careers.</td>
<td>Students, either individually or in groups, analyze a career in the Marketing career cluster. Students will then create an editorial, one-pager or report on the cluster.</td>
<td></td>
<td><a href="https://www.canva.com">Canva</a> for creating infographics, posters, and slide decks/presentations</td>
</tr>
<tr>
<td><strong>Describe one career from each pathway in the Alabama Career and Technical Education Marketing Cluster.</strong></td>
<td>Summative Assessments: Students create products (infographics, presentations, posters) to demonstrate student</td>
<td>Students will research one career from each pathway in the Alabama Career and Technical Education Marketing Cluster. Students will then create fictional job postings for each career describing the</td>
<td></td>
<td>LMS discussion board, quizzes, and assessments</td>
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Alabama State Department of Education, Career and Technical Education/Workforce Development, Plans of Instruction
Updated as of Aug 2, 2022
<table>
<thead>
<tr>
<th><strong>Key Vocabulary</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>marketing cluster, career pathways, marketing field, marketing cluster, technical education marketing cluster, research, visual presentation, educational requirements, salaries, entry-level, mid-level, upper management, marketing field</td>
<td></td>
</tr>
</tbody>
</table>

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

- [https://www.virtualjobshadow.com/](https://www.virtualjobshadow.com/)
- [alabama.kuder.com](http://alabama.kuder.com)
- [Onet.com](http://Onet.com)
- [Career Stop](http://https://www.nepris.com/home/v4)
- [https://www.mbaresearch.org/](https://www.mbaresearch.org/)
CTSO Connection:

| FBLA EVENTS: Advertising, Marketing, Digital Video Production, Graphic Design, Public Service Announcement, Publication Design, Sales Presentation, Social Media Campaign, Website Design |
| DECA EVENTS: Buying and Merchandising, Marketing Management, Sports and Entertainment Marketing, Apparel and Accessories Marketing, Automotive Services Marketing, Business Services MArketing, Food Marketing, Marketing Communications, Retail Merchandising, Sports and Entertainment Marketing |

Certification/Credential Connection:

Microsoft Word and Powerpoint
Unit 4 Title: Exploring Finance Careers

Content Standards
3. List the Alabama career pathways in the Finance Cluster.
   3a. Describe the Finance Cluster and explain what someone in the finance field might do.
   3b. Describe one career from each pathway in the Alabama Career and Technical Education Finance Cluster.
   3c. Research and create a visual presentation outlining the educational requirements and salaries for an entry-level, mid-level, and upper management position within the finance field.

Unpacked Learning Objectives

Students know:
- Pathways within the finance cluster
- Examples of what someone in the finance field might do on a typical day at work
- At least one career from each pathway in the Alabama Career and Technical Education Finance Cluster
- The educational requirements for an entry-level, mid-level, and upper management position within the finance field
- The salaries for an entry-level, mid-level, and upper management position within the finance field

Students are able to:
- Graph the Alabama Career pathways in the finance cluster
- Summarize the finance cluster
- Describe the day-to-day tasks someone in the field might do
- Characterize one career from each pathway in the Alabama Career and Technical Education Finance Cluster
- Find the educational requirements for an entry-level, mid-level, and upper-level management position within the Finance field
- Design a media presentation outlining the educational requirements for an entry-level, mid-level, and upper-level management position within the Finance field

Students understand that:
- The Finance cluster is about using math skills and financial knowledge to provide services related to investment banking, asset management, accounting, taxation, insurance, and more
<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What careers are available in the Finance Cluster?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will create a media project of their choice (presentation, short PSA or promotional video, podcast, or website) discussing careers in the Finance Cluster.</td>
</tr>
</tbody>
</table>
## Map of Student Learning by Learning Objective

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</thead>
<tbody>
<tr>
<td>List the Alabama career pathways in the Finance Cluster.</td>
<td>Formative Assessments: Teacher observes students discussing their exploration of finance careers.</td>
<td>Students will create an infographic to list the Alabama career pathways in the Finance cluster.</td>
<td></td>
<td>Interactive presentation software (PearDeck, Quizizz, NearPod) for engaging students during discussions</td>
</tr>
<tr>
<td>Describe the Finance Cluster and explain what someone in the finance field might do.</td>
<td>Class discussions of finance careers. Exit Slips/Quizzes assessing students' understanding of finance careers.</td>
<td>Students, either individually or in groups, analyze a career in the Finance career cluster. Students will then create an editorial, one-pager or report on the cluster.</td>
<td></td>
<td>Canva for creating infographics, posters, and slide decks/presentations</td>
</tr>
<tr>
<td>Describe one career from each pathway in the Alabama Career and Technical Education Finance Cluster.</td>
<td>Summative Assessments: Students create products (infographics, presentations, posters) to demonstrate student understanding of finance careers.</td>
<td>Students will research one career from each pathway in the Alabama Career and Technical Education Finance Cluster. Students will then create fictional job postings for each career describing the career, educational requirements, potential salary, and skills needed for the position.</td>
<td></td>
<td>LMS discussion board, quizzes, and assessments</td>
</tr>
<tr>
<td>FBLA or DECA Competitive Events that allow students to demonstrate unit skills.</td>
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<tr>
<td>Research and create a visual presentation outlining the educational requirements and salaries for an entry-level, mid-level, and upper management position within the finance field.</td>
<td>End of unit exam assessing student understanding of careers in the finance cluster. Students demonstrate their knowledge of finance careers during planned classroom activities.</td>
<td>Students will create a media project of their choice (presentation, short PSA or promotional video, podcast, or website) outlining the educational requirements and salaries for an entry-level, mid-level, and upper management position within the finance field.</td>
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</tbody>
</table>

**Key Vocabulary**

finance cluster, finance field, technical education finance cluster, research, visual presentation, educational requirements, salaries, entry-level, mid-level, upper management, finance field

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

https://www.virtualjobshadow.com/
alabama.kuder.com
Onet.com
Career Stop
https://www.nepris.com/home/v4
https://www.mbaresearch.org/

**CTSO Connection:**


**DECA EVENTS:** Financial Services, Accounting Applications, Business Finance, Personal Financial Literacy, Financial Consulting
Certification/Credential Connection:

Microsoft Word, Powerpoint and Excel
Unit 5 Title: Job Search

Content Standards
4. Explain the process of finding and applying for jobs in business management and administration, marketing, and finance.
   4a. Explain where business management and administration, finance, or marketing jobs may be found.
   4b. List the documents needed to apply for different job and career opportunities.
   4c. Create a personal career plan which leads to meeting requirements for a mid-level position in business management and administration, marketing, or finance.

Unpacked Learning Objectives

Students know:
● How complete applications for jobs in the Business Management and Administration, Marketing, and Finance career clusters
● Which documents are needed in order to apply for different job and career opportunities
● How to create a personal career plan

Students are able to:
● Explain the process on how to find a job in business management and administration, marketing, and finance
● Fill out the appropriate applications for a job in business management and administration, marketing, and finance
● Summarize where to find jobs in the business management and administration, marketing, and finance clusters
● Outline the documents needed to apply for different job and career opportunities
● Complete a personal career plan

Students understand that:
● Jobs are found in multiple locations such as newspapers, social media, job search websites, and word-of-mouth
● Knowing which documents to fill out for different jobs and careers is necessary
● Having a personal career plan will help them reach their career goals

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What is the job search process for careers in the Business Management and Administration, Marketing, and Finance career clusters?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will create a tutorial video illustrating the job search process. Students will explain where job postings may be found, the documents needed to apply for different career opportunities, and how to create a personal career plan.</td>
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## Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Explain the process of finding and applying for jobs in business management and administration, marketing, and finance.</td>
<td>Formative Assessments: Teacher observes students discussing the job search process. Class discussions of the job search process. Exit Slips/Quizzes assessing students' understanding of the job search process.</td>
<td>Students placed into groups are assigned a step in the job search process. Students will then work as a team to put themselves in the correct order. Students will then participate in a concentric circles discussion activity where they will discuss with their peers about their assigned step in the job search process.</td>
<td>Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities</td>
<td>Interactive presentation software (PearDeck, Quizziz, NearPod) for engaging students during discussions Canva for creating infographics, posters, and slide decks/presentations LMS discussion board, quizzes, and assessments</td>
</tr>
<tr>
<td>Explain where business management and administration, finance, or marketing jobs may be found.</td>
<td>Summative Assessments: Students create products (infographics, presentations, posters) to demonstrate student understanding of the job search process. End of unit exam assessing student</td>
<td>Students will research where business management and administration, finance, or marketing jobs may be found. Students will create an advertisement using a computer software (Canva, Google Slides, Word, Pages) for their chosen</td>
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<td>FBLA or DECA Competitive Events that allow students to demonstrate unit skills.</td>
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<tr>
<td>Task</td>
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<tr>
<td>List the documents needed to apply for different job and career opportunities.</td>
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<tr>
<td>Students demonstrate their knowledge of the job search process during planned classroom activities.</td>
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<tr>
<td>Students will create a table of contents page for their Career plan listing the documents they will need to apply for different jobs and career opportunities.</td>
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<tr>
<td>Create a personal career plan which leads to meeting requirements for a mid-level position in business management and administration, marketing, or finance.</td>
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<tr>
<td>Students will create a personal career plan using Word or Google Docs. Their plan will include a list of potential careers, a list of the qualifications for the careers, and information about salaries and benefits. Students will then create 2 or 3 SMART goals in their Career Plan to help them pursue their chosen career.</td>
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</tbody>
</table>
Key Vocabulary

applying, business management, business administration, marketing, finance, business management, business administration, marketing, finance documents, career opportunities, personal career plan, requirements, mid-level position, business management, business administration, marketing, finance

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

https://www.virtualjobshadow.com/
alabama.kuder.com
Onet.com
Career Stop
https://www.nepris.com/home/v4
https://www.mbaresearch.org/

CTSO Connection:

FBLA EVENTS: Job Interview, Electronic Career Portfolio, Impromptu speaking
DECA EVENTS: Entrepreneurship, Career Development Project

Certification/Credential Connection:

Microsoft Word, Powerpoint and Excel
Unit 6 Title: Employability Skills

Content Standards

5. List and describe skills needed for posted positions in business management and administration, marketing, and finance.
   5a. Discuss how a person can demonstrate soft skills needed for career success.
   5b. Describe a scenario to illustrate a strong work ethic.
   5c. Assess personal strengths and weaknesses that would impact successful employment.

Unpacked Learning Objectives

Students know:
- What skills are needed to hold certain positions within the business, marketing, and finance careers
- What soft skills are needed for career success
- How to describe a strong work ethic
- How to determine their personal strengths and weaknesses
- How their strengths and weaknesses would impact successful employment

Students are able to:
- Discuss how soft skills are needed for career success
- Create a scenario in which a strong work ethic is illustrated
- Identify their own personal strengths and weaknesses that would impact successful employment

Students understand that:
- Soft skills are the critical skills needed in any workplace
- A strong work ethic is necessary for success
- Understanding your personal strengths and weaknesses helps you to be more successful in the workforce

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What skills are needed to be successful in the Business Management and Administration, Marketing, and Finance career clusters?</th>
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</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will conduct a SWOT analysis on their personal strengths, weaknesses, opportunities, and threats. Students will then create a scenario where they must illustrate a strong work ethic and, using their SWOT analysis, discuss how they would succeed in their scenario.</td>
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</table>
# Map of Student Learning by Learning Objective

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</thead>
<tbody>
<tr>
<td>List and describe skills needed for posted positions in business management and administration, marketing, and finance.</td>
<td>Formative Assessments: Teacher observes students discussing employability skills. Class discussions of employability skills. Exit Slips/Quizzes assessing students' understanding of employability skills. Summative Assessments: Students create products (infographics, presentations, posters) to demonstrate student understanding of employability skills. End of unit exam assessing student</td>
<td>Students will create an infographic listing and describing skills needed for posted positions in business management and administration, marketing, and finance.</td>
<td>Students will be assigned a soft or workplace skill. Students will then create a &quot;training&quot; style video where they will discuss how a person can demonstrate their assigned soft skill for career success. In groups, students will work to create a scenario to illustrate a strong work ethic. The groups will then present to their peers. The students will then choose one scenario and create a discussion board post</td>
<td>Interactive presentation software (PearDeck, Quizziz, NearPod) for engaging students during discussions Canva for creating infographics, posters, and slide decks/presentations LMS discussion board, quizzes, and assessments FBLA or DECA Competitive Events that allow students to demonstrate unit skills.</td>
</tr>
<tr>
<td>Discuss how a person can demonstrate soft skills needed for career success.</td>
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<tr>
<td>Describe a scenario to illustrate a strong work ethic.</td>
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<tr>
<td><strong>Assess</strong> personal strengths and weaknesses that would impact successful employment.</td>
<td>understanding of employability skills. Students demonstrate their knowledge of employability skills during planned classroom activities.</td>
<td>describing the scenario and how their peers illustrated the importance of a strong work ethic. Students will assess their personal strengths and weaknesses that would impact successful employment by conducting a SWOT analysis. Students will then create a multimedia presentation discussing their Strengths, Weaknesses, Opportunities, or Threats and how they might impact their successful employment.</td>
<td></td>
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</tr>
</tbody>
</table>
Key Vocabulary

posted positions, business management, business administration, marketing, finance, soft skills, career, success, scenario, illustrate, work ethic, personal strengths, personal weaknesses, impact, employment

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

https://creately.com/blog/diagrams/personal-swot-analysis/
https://www.mindtools.com/pages/article/newTMC_05_1.htm
https://www.businessnewsdaily.com/5543-personal-swot-analysis.html

CTSO Connection:

FBLA EVENTS: Job Interview, Electronic Career Portfolio, Impromptu speaking
DECA EVENTS: Entrepreneurship, Career Development Project

Certification/Credential Connection:

Microsoft Word and Powerpoint
Unit 7 Title: Stress and Time Management

Content Standards
6. Discuss the relationship between time management and stress.
   6a. Determine the effects of good and poor time management and their corresponding stress levels, then develop strategies to continue or overcome the effects.
   6b. Utilize a plan to implement effective time management skills.

Unpacked Learning Objectives

Students know:
- That stress and time management are related
- How stress is affected by time management
- Effective strategies to overcome stress related to time management
- How to use a plan to help them improve their time management skills and decrease their stress levels

Students are able to:
- Analyze how the effects of good time management correspond to stress level
- Analyze how the effects of poor time management correspond to stress level
- Develop strategies to overcome the effects of poor time management
- Apply basic terms of a plan to use effective time management skills

Students understand that:
- Poor time management skills will increase stress levels

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What is the relationship between time management and stress?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will create a PSA discussing the relationship between a person’s time management skills and their stress level.</td>
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</tbody>
</table>
# Map of Student Learning by Learning Objective

<table>
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<tbody>
<tr>
<td>Discuss the relationship between time management and stress.</td>
<td>Formative Assessments: Teacher observes students discussing the relationship between time management and stress. Class discussions of the relationship between time management and stress. Exit Slips/Quizzes assessing students' understanding of the relationship between time management and stress.</td>
<td>Students are led in a class discussion on the relationship between time management and stress. Students will read the “How to use the Pomodoro Technique to get things done” article on Newsela. Students will then discuss in groups how the Pomodoro Method works to enhance a person’s time management skills and how this might affect their stress level.</td>
<td>Students determine the effects of good and poor time management and their corresponding stress levels, then develop strategies to continue or overcome the effects.</td>
<td>Interactive presentation software (PearDeck, Quizizz, NearPod) for engaging students during discussions Canva for creating infographics, posters, and slide decks/presentations LMS discussion board, quizzes, and assessments FBLA or DECA Competitive Events that allow students to demonstrate unit skills.</td>
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**Learning Activity Checklist**

- Discuss the relationship between time management and stress.
- Class discussions of the relationship between time management and stress.
- Exit Slips/Quizzes assessing students' understanding of the relationship between time management and stress.

**Link to Differentiation Examples**

- Students keep a journal for one week where they will note their time management skills and their stress levels daily. At the end of the week, students will analyze their data and determine any...
| Utilize a plan to implement effective time management skills. | relationship between time management and stress. End of unit exam assessing student understanding of the relationship between time management and stress. Students demonstrate their knowledge of the relationship between time management and stress. | trends they saw between their time management skills and their stress levels. The students will develop a strategy to continue or overcome the effects their time management skills have on their stress levels. Students will implement the strategy from the following week and make notes in their journal. They will repeat the process and discuss how well their strategy helped their time management skills and stress level. |
Key Vocabulary

time management stress, effects, time management, stress levels, effects, time management skills

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

https://blog.rescuetime.com/time-management-for-students/
https://www.usa.edu/blog/time-management-techniques/

CTSO Connection:

FBLA EVENTS: Job Interview, Electronic Career Portfolio, Impromptu speaking
DECA EVENTS: Entrepreneurship, Career Development Project

Certification/Credential Connection:

Microsoft Word and Powerpoint
Unit 8 Title: Leadership

Content Standards
7. Explore the Career and Technical Student Organizations (CTSOs) available in Alabama relating to business management and administration, finance, and marketing and describe how they enhance the skills and knowledge needed in the business management and administration, finance, and marketing fields.
7a. List the goals of the selected CTSOs.
7b. Research the history of the selected CTSOs.
7c. Describe the student leadership positions available at the local and state levels in the selected CTSOs.
7d. Research and prepare an entry for a CTSO competitive event at the local and state levels.
7e. Describe local, state, and national CTSO programs, events, and conferences.
7f. Utilize research to create and present a recruitment video for the selected CTSO that describes interesting facts, benefits of membership, and leadership, educational and service opportunities available.

Unpacked Learning Objectives

Students know:
- Which CTSOs are related to Business Management and Administration, Marketing, and Finance programs
- How CTSOs will enhance their knowledge in the workforce
- The goals of the selected CTSO
- The history of the selected CTSO
- The leadership positions available at the local, state and national level for the selected CTSO
- How to complete an entry to compete at the local and state level for the selected CTSO
- What events are offered to compete in at the state and national level
- The benefits of becoming a member of the CTSO

Students are able to:
- Evaluate how a selected CTSO can help them in the workforce
- Write the goals of the selected CTSO
- Find information on the Internet about the history of the selected CTSO
- Tell the student leadership positions available for the selected CTSO
- Assemble the correct entry forms in order to compete in an event at the local and state levels
- Retrieve information and summarize the programs, events and conferences available for the selected CTSO
- Use their internet findings to design a recruitment video for the selected CTSO
Students understand that:
- CTSOs are an essential part of the Business Management and Administration, Marketing, Finance Clusters and have various opportunities to get involved that provide students with leadership opportunities and aid them in developing critical skills for their future careers.

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<tr>
<th>Unit Driving/Essential Question</th>
<th>What are Career and Technical Student Organizations (CTSOs)?</th>
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<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Students will research, create and present a recruitment video for the selected CTSO that describes interesting facts, benefits of membership, and leadership, educational and service opportunities available.</td>
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## Map of Student Learning by Learning Objective

|----------------------------------|-------------------------------------------------------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| **Explore the Career and Technical Student Organizations (CTSOs)** available in Alabama relating to business management and administration, finance, and marketing and describe how they enhance the skills and knowledge needed in the business management and administration, finance, and marketing fields. | Formative Assessments: Teacher observes students discussing Career and Technical Student Organizations (CTSOs).  
Class discussions of Career and Technical Student Organizations (CTSOs).  
Exit Slips/Quizzes assessing students' understanding Career and Technical Student Organizations (CTSOs). | Students will create a promotional video for either Future Business Leaders of America (FBLA) or Distributive Education Clubs of America (DECA).  
To begin, students will **create a promotional video treatment** using a word processor. Students will explore their chosen CTSO and describe how the organization enhances the skills and knowledge needed in the business management and administration, finance, and marketing fields for its members. | **Integrated and Related Academic Content:** ELA, Math, Science, and/or Social Studies Concepts and Activities.  
**Equipment List by CTE Cluster**  
**Link to Helpful Tech Tools** | **Equipment, Technology and Materials:**  
Interactive presentation software (**PearDeck**, **Quizziz**, **NearPod**) for engaging students during discussions  
**Canva** for creating infographics, posters, and slide decks/presentations  
LMS discussion board, quizzes, and assessments  
**FBLA** or **DECA**  
Competitive Events that allow students to demonstrate unit skills. |
<p>| <strong>List the goals of the selected CTSOs.</strong> | Students create products (infographics, presentations, posters) to demonstrate student understanding of Career. | Students will utilize their chosen CTSOs website to find the goals of their CTSO. Students will then | | |</p>
<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Expected Outcome</th>
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<tbody>
<tr>
<td>Research the history of the selected CTSOs.</td>
<td>Students will utilize the internet to research the history of their selected CTSO. Students will then document their research in their promotional video treatment sheet.</td>
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<tr>
<td>Describe the student leadership positions available at the local and state levels in the selected CTSOs.</td>
<td>Students will research the leadership positions available at their local chapter, state, and national levels. Students will then document their research in their promotional video treatment sheet.</td>
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<td>Research and prepare an entry for a CTSO competitive event at the local and state levels.</td>
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<td>Describe local, state, and national CTSO programs, events, and conferences.</td>
<td>Students will research the events and conferences for their chosen CTSO. Students will then document their research in their promotional video treatment sheet.</td>
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<tr>
<td>Utilize research to create and present a recruitment video for the selected CTSO that describes interesting facts, benefits of</td>
<td>Using their promotional video treatment sheet, students will create a recruitment video for their selected CTSO. They must...</td>
<td>Using their promotional video treatment sheet, students will create a recruitment video for their selected CTSO. They must...</td>
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<td>membership, and leadership, educational and service opportunities available.</td>
<td>discuss the goals of their CTSO, its history, provide interesting facts, benefits of membership, and leadership, educational and service opportunities available. Students will then share their recruitment videos (broadcast to the school, used in academic advice for elementary or middle school programs) to satisfy the recruitment portion of their CTSOs Program of Work. (<a href="#">FBLA POW Template</a></td>
<td>DECA POW Template)</td>
</tr>
</tbody>
</table>
Key Vocabulary

career and technical student organizations, business management, business administration, marketing, finance, enhance, describe, goals, leadership, competitive event, programs, events, conference, recruitment video, benefits, membership, leadership, opportunities

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

FBLA EVENTS: Job Interview, Electronic Career Portfolio, Impromptu speaking
DECA EVENTS: Entrepreneurship, Career Development Project

CTSO Connection:

FBLA Leader, Job Interview, Word Processing, Business Management, Electronic Career Portfolio: Competitive Events
https://teachfbla.org/welcome/
https://www.deca.org/

Certification/Credential Connection:

Microsoft Word and Powerpoint