COURSE TITLE: Introduction To Business Management and Administration, Finance, and Marketing Clusters

Course Description:
Introduction to Business Management and Administration, Finance, and Marketing Career Clusters introduces students to specializations within the three career fields. The course will emphasize knowledge and skills necessary in fundamental business activities, as well as knowledge of business processes, professional development, and entrepreneurship. Technology will be used to synthesize and share business information. Employability skills, ethics, and international business processes will be addressed.

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

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<tr>
<th>Unit #</th>
<th>Unit Title</th>
<th>Estimated Hours</th>
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<td>1</td>
<td>Foundational Standards</td>
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<td>Business Career Cluster</td>
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<td>Marketing Career Cluster</td>
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<td>International Business</td>
<td>15</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: Business Career Cluster

Content Standards
1. Relate business functions to business models, business strategies, and organizational goal achievement.
   1a. Explain why businesses and organizations exist and their roles in society, and describe types of business models.
   1b. Describe business changes that occur in response to the external environment in which businesses operate.
   1c. Describe types of business activities and the differences in implementation that occur in large and small businesses.
   1d. Gather and share information on forces that are driving business changes.
   1e. Identify ways organizations are adapting to today's business environment.

Unpacked Learning Objectives

Students know:
● That business models and strategies can vary by industry and company.
● That organizational goal achievement is influenced by business model and strategy.
● The role of business organizations in society.
● How to differentiate between types of business models.
● Businesses respond to changes in their external environment.
● There are a variety of business activities involved in operating a business.
● That the way that business activities are distributed and managed can vary based on company size.
● There are forces driving business changes.
● Organizations are adapting their operations based on the current business environment.

Students are able to:
● Compare and contrast between different business models.
● Differentiate between business strategies.
● Examine organizational goals and achievement.
● Recognize the role of business organizations in society
● Describe types of business models.
● Give examples of external issues which lead to business operational changes.
● Categorize types of business activities.
● Give examples of how business activities can vary by company size.
● Identify forces that are driving business changes.
● Describe ways that businesses adapt to the current business environment.
**Students understand that:**
- Businesses employ a variety of business models and strategies to achieve various organizational goals.
- The need for and role of business organizations in society.
- Businesses are affected by external environmental forces which leads to changes in business operation.
- The types of business activities and how they may differ based on organization size.
- Businesses are affected by numerous forces which result in changes to business operations.
- Businesses adapt to the current business environment.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>What are four disadvantages of owning a sole proprietorship?</th>
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<tbody>
<tr>
<td></td>
<td>What are the five main functions of business?</td>
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<td>What are the four functions of management?</td>
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<td>Why is there more to leading than just giving orders?</td>
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<td>What is the advantage and disadvantage of line authority?</td>
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<td>Why is small business important to the American economy?</td>
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</table>

<p>| Exemplar High Quality Unit Task | Create a business plan to use to establish a small business. |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Students compare business functions to business models, business strategies, and organizational goals. | Formative: Create a Venn Diagram with similarities and differences between the business types. Summative: Create a presentation that shows 3 countries in the world for each of the business models discussed. Formative: Create an infographic showing the different models, strategies and goals. | Presentation of the different types of businesses, from sole proprietorship to corporations. Invite local business owners to come present to the class, look for someone in each of the categories of businesses. | SCI: Form hypotheses, run experiments to gather data, assess data’s quality, organize and structure data for analysis. | <a href="https://virtonomics.com/">https://virtonomics.com/</a> (This game includes options for Startup Simulator - Entrepreneur, Economics Game - Mafia Manager! and Business Simulation - Tycoon). DECA Direct Magazine: Entrepreneurship. |
| Students discuss why business organizations exist and their role in society, and describe types of business models. | Formative: Exit ticket to ask for an explanation about the importance of businesses in society. | Presentation on the importance of small businesses to the US economy. Think-pair-share different businesses and discuss. | | <a href="http://www.mybusinessed.com/businessSimulations.html">http://www.mybusinessed.com/businessSimulations.html</a> (Offers 41 different games). |</p>
<table>
<thead>
<tr>
<th>Students know that business changes occur in response to the external environment in which businesses operate.</th>
<th>how they affect society, culture or economy.</th>
<th>Students define types of business activities and the differences that occur in large and small businesses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative: Review and discuss businesses in the news, how events across the globe affect businesses.</td>
<td>Model reviewing local, regional, national or global news and how it affects businesses of all sizes.</td>
<td>Present similarities/differences of businesses in another area of the country to model a presentation of how size affects choices and activities of businesses.</td>
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<tr>
<td>Formative: Using real examples from the community present to the class how size affects choices and activities of businesses.</td>
<td></td>
<td>Present the economics of supply and demand in relation to running a business.</td>
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<tr>
<td>Summative: Gather, organize, and analyze information from multiple sources to show what forces are driving business changes.</td>
<td>SCI: SWBAT to research and make comparisons on how businesses are incorporating science into the workplace. Bellringer: Ask students to think about how science is important in business.</td>
<td>SCI: SWBAT to research and make comparisons on how businesses are incorporating science into the workplace.</td>
</tr>
<tr>
<td>Summative: Do a quick write and respond - If economies are decided upon by political systems, and you will be making political decisions for our country in the future, what services do you want the government to decide and provide for you and what services do you want the marketplace to provide and decide for you.</td>
<td></td>
<td>Show students how to recognize economic systems and compare to our system in the US.</td>
</tr>
<tr>
<td>SCI: SWBAT to research and make comparisons on how businesses are incorporating science into the workplace. Bellringer: Ask students to think about how science is important in business.</td>
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</table>
Students observe ways organizations are adapting to today’s business environment

Formative: Business in the news articles, critique the conclusions drawn/evidence used/credibility of their statements

Present a major historical event that affected business globally and discuss how the businesses had to adapt

### Key Vocabulary


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

Game simulations

### CTSO Connection:

DECA competitive events - Business Administration, Start-Up Business Plan, Innovation Plan, Principles of Business Management and Administration

### Certification/Credential Connection:

N/A
Unit 3 Title: Finance Career Cluster

Content Standards
2. Describe the need for and role of accounting and finance, and explain how they interact with and impact other business activities or functions.
   2a. Create, analyze and interpret financial documents.
   2b. Review and summarize types of insurance needed by businesses and explain how insurance coverage can reduce financial risk.

Unpacked Learning Objectives

Students know:
- Accounting and finance are integral business functions.
- Accounting and finance have a large impact on other business activities and functions.
- The various types of financial documents and their purpose.
- How to read and interpret financial documents.
- Types of insurance coverage.
- The purpose of purchasing insurance.

Students are able to:
- Describe the differences between accounting activities and finance activities.
- List the impact of accounting and finance on other business functions.
- Create various financial documents
- Analyze financial documents
- Interpret financial documents
- Describe why businesses would purchase different types of insurance coverage.
- Explain why businesses would want to reduce financial risk.
- Understand how financial documents are created and how they are interpreted.

Students understand that:
- Accounting and finance play a significant role in business activities affecting all other business functions.
- Businesses purchase insurance coverage in order to reduce financial risk.
| Unit Driving/Essential Question | What kinds of money does modern society use?  
|                               | What are the characteristics of money?  
|                               | What are some of the rules of starting a bank?  
|                               | What is a savings and loan association?  
| Exemplar High Quality Unit Task | Create a Financial Business Plan  
|                                | Simulate a business using financial information to forecast future expansion or maintenance  

## Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Students know the need for and role of accounting and finance, and can explain how they interact with and impact other business activities or functions.</td>
<td>Summative: Analyze financial documents for planning purposes of a business (sole proprietorship, llc, corporate, etc)</td>
<td>Invite local entrepreneur in to discuss the role of accounting/finance in their business, how it impacts their decisions</td>
<td><strong>Financial Literacy (DECA 2.4)</strong></td>
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<tr>
<td>Students prepare, examine and review financial documents.</td>
<td>Formative: Select and use the appropriate document for financial planning purposes Summative: Compare similarities/differences between personal and business financial documents</td>
<td>Introduce Bank Reconciliation Invite a banker to come in to talk to the students about their personal finance Introduce financial statements for business</td>
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<tr>
<td>Students describe and list types of insurances needed by businesses and explain how insurance coverage can reduce financial risk.</td>
<td>Formative: Create an infographic to display the different types of insurance for personal and business</td>
<td>Introduce insurance, personal insurance, property insurance, health insurance, financial insurance, business insurances (plumbers,</td>
<td></td>
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</table>
Key Vocabulary

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:
N/A

CTSO Connection:

Certification/Credential Connection:
N/A
Unit 4 Title: Marketing Career Cluster

Content Standards
3. Describe principles of marketing, marketing functions, and the factors that influence marketing decisions.
   3a. Describe marketing’s role and function in business and its contributions to overall business strategy.
   3b. Explain factors that motivate customers, clients, and businesses to buy and actions employees can take to achieve the company’s desired results.
   3c. Describe connections between company actions and results.
   3d. Prepare a short marketing plan for a local business to increase customer base and expand its product line.

Unpacked Learning Objectives

Students know:
● Marketing decisions are influenced by internal and external factors.
● That businesses use the 4P’s of marketings
● Marketing plays a fundamental role in business strategy.
● The definition of marketing.
● Customers, clients and businesses are influenced by different factors that motivate them to make purchases.
● Employees will take action to achieve the company’s desired results.
● Company actions have an impact on results achieved.
● How to prepare a short marketing plan.

Students are able to:
● Identify factors that influence marketing decisions
● Explain the functions of marketing
● Define marketing
● Summarize its’ role in the overall business strategy
● Identify factors that can influence buying decisions.
● Give examples of actions employees can take to achieve the company’s desired results.
● Give examples of company actions and their corresponding results.
● Formulate a marketing plan to increase a business’s customer base and expand its product line.

Students understand that:
● The principles of marketing, marketing functions and other factors influence marketing decisions.
● Marketing is an integral part of business strategy.
● Buying behavior is influenced by a number of factors including actions by company employees in order achieve the company’s desired
results.
- There is a direct correlation between company actions and results.
- A well prepared and executed marketing plan can increase a business's customer base and work to expand its product line.

| Unit Driving/Essential Question | What role does marketing and promotion play in business, including internationally?  
|                               | What role does pricing and distribution play in business, including internationally?  
|                               | How do accounting and financing practices play into marketing?  
|                               | How will a strong marketing strategy enhance the strength of the business?  

| Exemplar High Quality Unit Task | Create a marketing plan to compliment the previous business plan.  
|                                | Create a collaborative team sales presentation including the business plan and marketing plan.  

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<tr>
<td>Students explain the principles of marketing, marketing functions, and the factors that influence marketing decisions.</td>
<td>Summative: Analyze advertising to point out the marketing concepts</td>
<td>Present what is marketing?</td>
<td>Wharton Game: <a href="https://globalyouth.wharton.upenn.edu/wp-content/uploads/lesson_plans/let%e2%80%99s-play-a-game.pdf">https://globalyouth.wharton.upenn.edu/wp-content/uploads/lesson_plans/let%e2%80%99s-play-a-game.pdf</a></td>
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<tr>
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<td>Formative: Play the game from Wharton (Competition Strategy)</td>
<td>Guided notes on the 3 Ps of marketing (price, placement, product) Marketing core functions</td>
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<tr>
<td>Students define marketing and its role and function in business strategy.</td>
<td>Formative: Make an infographic to show</td>
<td>Benefits of marketing Selling using marketing how to target and the importance of the marketing mix (PPP)</td>
<td><a href="https://www.decadirect.org/articles/case-study-of-the-week-generational-marketing-at-pottery-place">https://www.decadirect.org/articles/case-study-of-the-week-generational-marketing-at-pottery-place</a></td>
<td></td>
</tr>
<tr>
<td>Students describe factors that motivate customers, clients, and businesses to buy and actions employees can take to achieve the company’s desired results.</td>
<td>Summative: Create the The Consumer Behavior Project (From Wharton) Summative: Create a marketing promotion for their product</td>
<td>Review articles about branding and customer psychology NBEA: Marketing Lessons for Consumers and Their Behaviors</td>
<td><a href="https://globalyouth.wharton.upenn.edu/wp-content/uploads/lesson_plans/let%e2%80%99s-play-a-game.pdf">https://globalyouth.wharton.upenn.edu/wp-content/uploads/lesson_plans/let%e2%80%99s-play-a-game.pdf</a></td>
<td><a href="https://www.decadirect.org/articles/experiential-marketing-when-brands-become-the-entertainment">https://www.decadirect.org/articles/experiential-marketing-when-brands-become-the-entertainment</a></td>
</tr>
</tbody>
</table>
| Students identify connections between company actions and results. | Formative: Think-Pair-Share Marketing Branding Strategy Articles  
Formative: Jigsaw Branding Strategy Articles | Present the benefits of marketing  
NBEA Around the World in 80 Seconds Lesson  
Promotional Mix Lesson 4 | https://www.decadirect.org/articles/how-to-dominate-with-color-psychology-in-marketing  
MBA Research Promotion Project  
NBEA Category: Marketing, External Factors  
|-----|-----------------|-----------------|--------------------------------------------------|
| Students develop a short marketing plan for a local business to increase their customer base and expand its product line. | Summative: Create a plan to market a local company’s goods and services | NBEA Marketing Plan Lesson 3: Let’s Hear about your Plan presentation | SCI: Business/Science  
https://www.decadirect.org/articles/teach-real-world-marketing-skills-with-facebook-blueprint  
NBEA Category: Marketing, The Plan Lesson 3 |
## Key Vocabulary

| Marketing, 4p's Of Marketing (Product, Price, Place, Promotion), Seven Core Standards Of Marketing, Marketing, Business Strategy, Marketing Mix, Marketing Strategy, Buying Behavior, Consumer Behavior, Market Share, Customer Base, Product Line, Marketing Plan |

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

| N/A |

## CTSO Connection:

| DECA Competitive events: Entire Marketing Section (20 competitions)  
FBLA Competitive events: Economics, Entrepreneurship, Marketing, Sports & Entertainment Management, Social Media Strategies |

## Certification/Credential Connection:

| N/A |
Unit 5 Title: Entrepreneurship

Content Standards
4. Gather and share information about the key factors of entrepreneurship and its importance in the economy.
   4a. Describe the impact of small businesses on local, state, and national economies.
   4b. Explain the possibilities of risks and rewards for entrepreneurs.
   4c. Engage in activities related to small business ownership.

Unpacked Learning Objectives

Students know:
- Key factors associated with entrepreneurship.
- The importance and impact of entrepreneurship on the economy.
- Small businesses have an impact on local, state and national economies
- Entrepreneurs face the possibility of both risk and reward.
- How to apply activities related to small business ownership.

Students are able to:
- List key factors associated with entrepreneurship.
- Describe the importance and impact of entrepreneurship on the economy.
- Describe the impact of small businesses on local, state and national economies
- List possible risks of entrepreneurship.
- List possible rewards of entrepreneurship.
- Demonstrate activities related to small business ownership.

Students understand that:
- There are key factors attributed to entrepreneurship and that entrepreneurship has a large impact on the economy.
- Small businesses have an impact on local, state and national economies.
- Entrepreneurs face the possibility of both risk and reward.
- There are activities associated with small business ownership which span functional business areas.
| Unit Driving/Essential Question | How do entrepreneurs affect the local, national and global economy and culture?  
| How does an entrepreneur manage the many business processes? |
| Exemplar High Quality Unit Task | Create a (board, electronic) game to simulate entrepreneurship.  
| Create a mock business to run in the school for 1 week. |
## Map of Student Learning by Learning Objective

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<tbody>
<tr>
<td>Students describe key factors of entrepreneurship and its importance to the economy.</td>
<td>Summative: Compare similarities/differences or draw inferences about small businesses due to the influence of big box businesses.</td>
<td>Teacher led introduction to entrepreneurship. Virtual Field Trip to international business. Discuss what an entrepreneur is. Think-pair-share different businesses used by each of the students, what is the percentage of small businesses used by them compared to large businesses</td>
<td></td>
<td>Computers, laptops, smart board, projector, tablets Pear Deck</td>
</tr>
<tr>
<td>Students research the impact of small business on local, state and national economies.</td>
<td>Formative: Create a questionnaire to analyze small businesses in the local economy and compare this to big box businesses in the local economy.</td>
<td>Have a speaker come in to talk about their business, difficulties, opportunities and successes.</td>
<td></td>
<td>Computers, laptops, smart board, projector, tablets Pear Deck, list of local business, Zoom, Internet</td>
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<tr>
<td>Students practice activities related to small business ownership.</td>
<td>Summative: Create a mock business and execute the business in the school for 1 week.</td>
<td>Create a mock business with the students to witness first hand how it would be built and organized and how it would be run for 1 week. Students choose 1 local small business to interview and report back to the class what they learned about opportunities, struggles and successes of the business.</td>
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</table>

Compare and contrast small companies to large companies.

Investigate the world economy, what is the trend of small businesses compared with large businesses in the world.

Students identify the risks and rewards for entrepreneurs.

Summative: Gather, organize and analyze the potential risks and rewards and create an artifact to share with the class.

Summative: Create a board game simulating entrepreneurship.


Students practice activities related to small business ownership.

Summative: Create a mock business and execute the business in the school for 1 week.

Create a mock business with the students to witness first hand how it would be built and organized and how it would be run for 1 week.

Students choose 1 local small business to interview and report back to the class what they learned about opportunities, struggles and successes of the business.
Key Vocabulary

| economy, entrepreneur, entrepreneurship, economy, entrepreneur, small business, entrepreneur, risk, business ownership, small business, marketing campaign, sales campaign, customer service, finance/accounting, human resources |

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

Speaker, Virtual Field Trip, Online Game, Simulated Business

CTSO Connection:

DECA Competition: Entire Entrepreneurship section (9 competitions)
FBLA Competitions

Certification/Credential Connection:

N/A
Unit 6 Title: Professional Development

Content Standards
5. Identify and utilize steps of the career planning process to help prepare for employment in the business, finance, and marketing industries.
   5a. Gather, evaluate, and share information about selected careers in business, finance, and marketing, including necessary skills, employment opportunities, and employers’ expectations.
   5b. Gather and share information on the role of professional organizations in advancing careers in business, finance, and marketing.

Unpacked Learning Objectives

Students know:
- The steps of the career planning process to help prepare for employment in the business, finance and marketing industries.
- There are necessary skills in order to pursue a career in business, finance or marketing.
- Employment opportunities can vary depending on the career path area.
- The importance of connecting with peers through professional organizations.
- The role fulfilled by professional organizations.

Students are able to:
- Describe the steps in the career planning process
- Differentiate skills needed for specific employment opportunities from general skills needed.
- Investigate and describe employment opportunities in a specific field/area.
- Describe how professional organizations are beneficial.

Students understand that:
- There are steps in the career planning process to help prepare for employment.
- There are necessary skills for selected careers in business, finance, and marketing.
- Professional organizations are important for networking with like professionals and for staying current on trends in the industry.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>How can I prepare for a career that is a lifelong process of managing learning, work, leisure and transitions in order to build an evolving future?</th>
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</thead>
<tbody>
<tr>
<td>Exemplar High Quality Unit Task</td>
<td>Gather, organize and analyze information from multiple professional development sources to create their own artifact to illustrate their knowledge.</td>
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<tr>
<td>Students describe the steps of the career planning process to help prepare for employment in business, finance and marketing industries.</td>
<td>Formative: Build a mindmap of planning process for employment Formative: Evaluate relevance, accuracy and completeness of the self-exploration for emotional intelligence.</td>
<td>Self-exploration questionnaire. Interpret information from self-exploration, self-assessment and emotional intelligence</td>
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<td>Computers, laptops, smart board, projector, tablets</td>
</tr>
<tr>
<td>Students research information about selected careers in business, finance, and marketing including necessary skills, employment opportunities, and employers’ expectations.</td>
<td>Summative: Conduct research on various professional organizations and what their focus is for lifelong learning and present the analysis in an artifact (ie. video, webpage, multimedia presentation)</td>
<td>Jigsaw activity - provide multiple sources for inquiry into professional organizations. (ie. <a href="https://jobstars.com/professional-associations-organizations/">https://jobstars.com/professional-associations-organizations/</a>) Create a profile on LinkedIn to investigate professional development opportunities</td>
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</table>
### Students examine the role of professional organizations in advancing careers in business, finance, and marketing.

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<tr>
<th>Formative: Articulate professional development paths to take for advancement in business, finance and marketing using an artifact (ie. web page, video, podcast)</th>
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<tbody>
<tr>
<td>Create mindmap with students to show 1 possible advancement in Business Management Think-Pair-Share different professional organizations, break up the students to focus on either business, finance or marketing.</td>
</tr>
</tbody>
</table>

### Key Vocabulary

- Resume, Cover Letter, Job Search, Career Planning, Soft Skills, Career Path, Professional Organization, Career

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

- LinkedIn

### CTSO Connection:

- DECA, FBLA

### Certification/Credential Connection:

- N/A
Unit 7 Title: Employability Skills

Content Standards
6. Develop career awareness and employability skills needed for gaining and maintaining employment in diverse business settings.
   6a. Identify the scope of career opportunities and the requirements for education, training, certification, licensure and experience.
   6b. Develop a career plan that reflects career interests, pathways, and secondary and postsecondary options.
   6c. Develop strategies for self-promotion in the hiring process.
   6d. Explain the importance of work ethic, accountability, and responsibility and demonstrate associated behaviors in fulfilling personal, community, and workplace roles.

Unpacked Learning Objectives

Students know:
● That there are employability skills needed in order to gain and maintain employment.
● How to identify the education, training, certification, licensure and experience requirements for a career path.
● How to write a career plan based on career interest including the pathways to prepare for a career in this industry.
● That in the hiring process it is important to self-promote both on their resume and cover letter and when interviewed.
● The importance of a strong work ethic as well as personal responsibility and accountability.
● How to use work ethic, accountability and responsibility in fulfilling roles in their personal lives, community and workplace.

Students are able to:
● Write a list of employability skills needed in all career paths.
● Write a list of employability skills needed for selected specific career paths.
● Research and report on the education, certification, licensure and experience requirements for a given career path.
● Develop a proposed career plan including secondary and postsecondary education for a specific career interest area.
● Identify strategies for self-promotion in written documents.
● Identify strategies for self-promotion during interview processes.
● Describe good work ethic.
● Understand the importance of personal accountability and responsibility.
● Demonstrate behaviors associated with good work ethic and accountability applied to personal, community and workplace roles.

Students understand that:
● The need to be career aware and the need for both general and specific employability skills determined by the career path.
● Many career paths have different requirements and are able to identify and differentiate between these requirements.
● There are many levels of preparation for a career and know how to map out a pathway based on a specific career interest.
● They have to promote themselves to employers in the job seeking process and are able to prepare strategies for how to do so.
- The need for good work ethic and accountability in their personal and professional lives.

| Unit Driving/Essential Question | How do I create a future using research on professional careers in Management?  
|                                | What are different paths that lead to finding a job in today’s market?  
|                                | How does understanding and recognizing your strengths as well as areas with which you struggle, help you in choosing a career path?  
|                                | How important is it to enjoy your job?  
|                                | What career will you choose to research and spend a day shadowing?  

| Exemplar High Quality Unit Task | Create an artifact (presentation, multimedia web page, etc.) with research on obtaining a position desired from this field, complete with a resume and mock job interview.  

### Map of Student Learning by Learning Objective

|---------------------------------|--------------------------------------------------------|------------------------------|-----------------------------------------------------------------|-----------------------------------|
| Students show career awareness and employability skills needed for gaining and maintaining employment in diverse business settings. | Summative: Using current information create a complex product to be used to obtain employment (i.e. resume, portfolio)  
Formative: Create an artifact that articulates employment skills necessary for professional positions in business. | Analyze multiple resumes and compare and contrast them for efficiency and use in different careers  
Interview parents, siblings or others to gather information to create a real world view of the employability skills. | | Computers, laptops, smart board, projector, tablets |
<p>| Students recognize the scope of career opportunities and the requirements for education, training, certification, licensure and experience. | Formative: Draw from source materials different opportunities in management, what education and certifications to develop a multimedia product with their viewpoint | Brainstorm a career to look at as a class, assign different questions to research and then report back to the entire class. | | |
| Students should prepare a career plan that reflects career interests, pathways, and secondary and | Formative: Evaluate local postsecondary options for chosen career after a speaker from the | Gather, organize and analyze information from multiple sources to create a reasonable future plan | | |</p>
<table>
<thead>
<tr>
<th>postsecondary options.</th>
<th>postsecondary university/community college speaks to the class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should prepare strategies for self-promotion in the hiring process.</td>
<td>Summative: Mock interview Formative: Create an infographic describing/showing the areas they feel have the most impact on an interview</td>
</tr>
<tr>
<td></td>
<td>Apply interview skills; create a resume; create a cover letter; complete a job application</td>
</tr>
<tr>
<td></td>
<td>Websites showing examples of proper interview attire</td>
</tr>
<tr>
<td></td>
<td>Discussion of interview preparation</td>
</tr>
<tr>
<td>Students should recognize the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.</td>
<td>Summative: Analyze ethical situations in the real world</td>
</tr>
<tr>
<td></td>
<td>Role-play different real world situations that occur in the workplace and articulate a reasonable plan of action (ie. working with difficult people, ethical questions)</td>
</tr>
</tbody>
</table>
### Key Vocabulary

| soft skills, employability skills, licensure, training, certification, postsecondary, secondary, career plan, career pathway, career interest, self-promotion, interview skills, resume, cover letter, resume writing, portfolio development, job application, work ethic, accountability, responsibility |

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

N/A

### CTSO Connection:

N/A

### Certification/Credential Connection:

N/A
Unit 8 Title: Business Ethics and Law

Content Standards
7. Analyze how professional, ethical, and legal behavior contributes to continuous improvement in business performance and regulatory compliance.
   7a. Analyze how regulatory compliance affects business operations and organizational performance.
   7b. Access and implement protocols and practices necessary to maintain a clean, safe, and healthy work environment.
   7c. Describe consumer rights and responsibilities, services provided by consumer protection agencies, and consumer protection laws.
   7d. Identify potential conflicts of interest between personal, organizational, and professional ethical standards.

Unpacked Learning Objectives

Students know:
● That the professional, ethical and legal behavior of employees contributes to business performance and regulatory compliance.
● Maintaining regulatory compliance is important to business operations and affects organizational performance.
● The characteristics of a clean, safe, and healthy work environment.
● How to maintain a clean, safe, and healthy work environment.
● Consumers have both rights and responsibilities.
● There are consumer protection agencies and consumer protection laws to protect the rights of consumers.
● There is the possibility for conflict between personal, organizational and professional ethical standards.

Students are able to:
● Differentiate between professional and unprofessional behavior.
● Differentiate between ethical and unethical behavior.
● Differentiate between legal and illegal behavior.
● Examine the effects of maintaining regulatory compliance on business operations.
● Relate how regulatory compliance affects organizational performance.
● Describe common factors in creating a clean, safe and healthy work environment.
● Describe factors in specific work environments that may be different by industry or area.
● Differentiate between consumer rights and responsibilities.
● Compare and contrast the role of consumer protection agencies and consumer protection laws.
● Identify methods for how to address conflicts of interest.

Students understand that:
● The professional, ethical, and legal behaviors of individual employees affects overall business performance.
● The importance of regulatory compliance as it affects both business operations and organizational performance.
- Work environments should be clean, safe and healthy for all employees and that individual employees have a role in maintaining the work environment.
- Consumers have both rights and responsibilities and that consumer rights are protected by both consumer protection agencies and consumer protection laws.
- There can be conflicts of interest between their personal ethics and organizational and professional ethics.

<table>
<thead>
<tr>
<th>Unit Driving/Essential Question</th>
<th>Exemplar High Quality Unit Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is it important to factor in ethics when making decisions?</td>
<td>Develop an infographic for consumer protection laws</td>
</tr>
<tr>
<td>In the U.S. system of law, how are ethics reflected?</td>
<td>Participate in a debate on ethical issues, using case studies.</td>
</tr>
<tr>
<td>What warranties are guaranteed by all sellers to all buyers?</td>
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<tr>
<td>If you are wronged as a consumer, where can you go to get help?</td>
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</tr>
<tr>
<td>Students relate how professional, ethical, and legal behavior contributes to continuous improvement in business performance and regulatory compliance.</td>
<td>Summative: Synthesize information across the DMAIC and PDSA models to apply it to a particular company they choose to investigate</td>
</tr>
<tr>
<td>Students examine how regulatory compliance affects business operations and organizational performance.</td>
<td>Formative: Apply generalizations from regulatory compliance to create an infographic or other artifact</td>
</tr>
</tbody>
</table>
https://www.consumerlawprotection.com/ |
|---|---|---|---|
| Students describe potential conflicts of interest between personal, organizational, and professional ethical standards. | Formative: Create a venn diagram to illustrate understanding of conflicts of interest between the personal, organization and professional ethical standards  
Summative: Create a presentation about global sustainability | Case studies and role-play ethical situations (https://globaledge.msu.edu/academy/course-content/case-depositories)  
Have students use reasoning to support or refute a stance on a case study | https://globalyouth.wharton.upenn.edu/wp-content/uploads/lesson_plans/global-leadership.pdf |
Key Vocabulary


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

N/A

CTSO Connection:

| FBLA Competitions Business Law |
| DECA Competitions: Business Law and Ethics Team Decision Making |

Certification/Credential Connection:

N/A
Unit 9 Title: International Business

Content Standards
8. Relate factors impacting international business to internal business operations, practices, and strategies.
   8a. Describe the global environment in which businesses operate and explain how the international environment impacts a business’s overall global strategy.
   8b. Explain the nature of global legal systems and legal approaches available to resolve disputes in global markets.
   8c. Explain regulations governing bribery and foreign monetary payments.
   8d. Describe customs regulations and their impact on global business, trade barriers, and the government agencies that facilitate trade.

9. Explain the importance of currency exchange rates and describe how they affect international business.

Unpacked Learning Objectives

Students know:
● Factors impacting international business have an effect on internal business operations, practices and strategies.
● Businesses operate in an international environment which has an effect on their overall global strategy.
● Businesses which operate internationally are subject to international laws and regulations.
● International business disputes will be resolved according to the laws of the geographic area unless otherwise specified in a contractual agreement.
● There are regulations governing bribery and foreign monetary payments.
● There are customs regulations and trade barriers which affect how goods can be traded internationally.
● There are government agencies designed to facilitate trade.
● Currency exchange rates have an impact on international business.

Students are able to:
● Categorize how international business factors can affect internal business operations, practices, and strategies.
● Describe how the global business environment affects business operations.
● Describe how the international environment impacts a business’s overall global strategy.
● Recognize that laws and regulations vary from country to country.
● Know the importance for businesses to be knowledgeable in how these laws will affect their operations.
● Describe regulations governing foreign monetary payments.
● Identify examples of bribery.
● Give an example of a customs regulation or trade barrier affecting international business operations.
● Understand the effects of trade barriers on business operations.
● Explain the role of government agencies in the trade process.
● Describe how fluctuations in exchange rates can affect global trade.
● Calculate exchange rates.

**Students understand that:**
● Factors impacting international businesses can have an effect on internal business, operations, practices and strategies.
● Businesses compete in a global environment and employ various and diverse business strategies in different international arenas.
● Businesses are subject to the laws of the geographic area where they are operating.
● There are regulations regarding foreign monetary payments and governing bribery.
● There are customs regulations and trade barriers which affect global business operations.
● Currency exchange rates have an impact on international trade as it affects buying power.

| Unit Driving/Essential Question | What is international business?
|                               | How do international governments and legal issues influence international business?
|                               | What is the importance of communication in international business?
|                               | What are the cultural differences in international business practices?
|                               | How does product and quality control affect international trade?
| Exemplar High Quality Unit Task | Proposal for an international business in a specific country. |
|---------------------------------|--------------------------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------|
| Students discuss the global environment in which businesses operate and explain how the international environment impacts a business’s overall global strategy. | Formative: International cultural scavenger hunt, customs in business around the world  
Formative: Complete exercise and simulations for global journeys (globaledge.ms.edu) | Cultural differences presentation |  | <https://globaledge.msu.edu/academy/course-content/exercises-and-simulations> |
| Students describe the nature of global legal systems and legal approaches available to resolve disputes in global markets. | Summative: Create a presentation specific to 1 country about their system and how it would affect a US based International Business. | Presentation on legal issues from around the world with international trade |  | <https://www.americanbar.org/groups/public_education/resources/lesson-plans/high-school/international-law> |
| Students describe regulations governing bribery and foreign monetary payments. | Summative: Create a presentation specific to 1 country about their system and how it would affect a US based International Business. | Presentation on causes of corruption and how it works internationally |  | <https://www.sciencedirect.com/science/article/pii/S0969593119309473>  
| Students discuss customs regulations and their impact on global business, trade barriers, and the government agencies that facilitate trade. | Formative: Role-Playing Game from Global Edge | Website with international customs | https://globaledge.msu.edu/academy/course-content/exercises-and-simulations |
| Students recognize the importance of currency exchange rates and describe how they affect international business. | Summative: Simulation of foreign exchange market | Presentation on the IMF, Lesson 7 and Lesson 8 | https://www.imf.org/external/np/exr/center/students/hs/think/lesson7.pdf |
Key Vocabulary


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

N/A

CTSO Connection:

DECA Competition: International Business Plan,
FBLA Competition: American Enterprise Project, International Business

Certification/Credential Connection:

N/A