NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Introduction to Business

May 2014

Approved by the Board of Education
June 10, 2014
New Milford Board of Education

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New Milford’s Mission Statement

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

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

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Title</th>
<th>Weeks</th>
<th>Pages</th>
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<td>Business and The Economy</td>
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</tbody>
</table>
Key for Standards

W – Writing Standards

RST – Reading Standards for Literacy, Science, and Technology Subjects
# Identify Desired Results

**Common Core Standards**

- RST2: Determine the central ideas or conclusions of a text summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- RST4: Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical context.
- RI7: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
- W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments or information.

## Enduring Understandings

**Generalizations of desired understanding via essential questions**

*Students will understand that…*

- Wants and needs drive the economy.
- Individuals have an influence on business and the economy.
- The decision making process can help one make good choices regarding resource usage.
- Societies make economic decisions about how to meet the needs of people by answering 3 basic questions.
- The two different economic systems answer the three basic economic questions in different ways.
- There is a historical basis for the four types of economies the United States has experienced.
- There are factors influencing what stage of the business cycle the US economy is in.

## Essential Questions

**Inquiry used to explore generalizations**

- What is the difference between a want and a need?
- How do individual economic choices affect businesses and other individuals?
- How can one apply the decision making process in real life?
- How do the 3 economic questions relate to the concepts of resources and scarcity?
- What are some real-life examples of the two different economic systems?
- How do the two economic systems relate to the concepts of socialism and capitalism?
- Based on history, what has happened each time our economic system faced changes?
- How is the business cycle similar to a roller coaster ride?
- How does the state of the US economy affect individuals?
Expected Performances
What students should know and be able to do

Students will know the following:
- Basic economic terms
- The motive of business is to make a profit
- The five steps of the decision-making process
- The six things businesses must do when developing a product or service
- The three basic economic questions
- The two different types of economic systems
- The four different kinds of economic shifts the US has experienced
- The four stages of the business cycle
- The 5 different economic indicators.

Students will be able to do the following:
- Explain the difference between wants and needs via examples.
- Analyze the relationship between supply and demand.
- Explain how individual choices regarding purchases affect the overall economy.
- Interpret data needed to analyze the business cycle.
- Apply the decision making process in different real-life scenarios.
- Explain how a command economy aligns to socialism and how a market economy aligns to capitalism.
- Explain the benefits/detriments of each kind of economy.
- Given an economic system, use its attributes to evaluate whether it is market, command, or mixed.
- Explain how changes in the business cycle affect production and employment. Relate this to individuals.
- Create a timeline that marks the changes in the US economy from the 1700s through now.
- Analyze employment and unemployment data to explain the implications for individuals, population groups, and the U.S. economy.

Character Attributes
- Perseverance
- Responsibility
- Cooperation

Technology Competencies
- Students create graphic organizers to develop and structure ideas.
- Students develop and implement a project using online resources.
- Students evaluate the accuracy and quality of online information.
- Students collaborate with peers or others to solve problems and to develop solutions using technology tools and resources.
### Develop Teaching and Learning Plan

**Suggested Teaching Strategies:**
- Teacher uses PowerPoint presentation summarizing the content of the unit (chunked down into appropriate sections)
- Teacher reviews vocabulary terms using a “Jeopardy” type format.
- Teacher leads discussion regarding wants/needs following group activity.
- Teacher shows video clips illustrating the effects of supply and demand.
- Teacher shows video clips illustrating the different types of economies.
- Teacher leads discussion regarding the business cycle (roller coaster comparison)
- Teacher shows video clips that detail the changes in the US economy.

**Suggested Learning Activities:**
- Students will review key terms in groups of 2-3 by completing a fill-in-the-blank enrichment activity.
- Students will take part in group discussions of different topics and scenarios.
- Students will participate in teacher led discussions.
- Students will self-evaluate pretest performance identifying needs from the unit content.
- Students will discuss their responses to quizzes and tests with their peers and self-correct.
- Students will view videos after prereading questions relevant to the video. These questions will be answered following the video, and prereading helps students focus their attention during the video.
- Students will perform a multiple choice reading activity follow up.
- Students will perform a fill-in-the-blank reading activity follow up.
- In groups of two, students will use a graphic organizer to characterize given wants/needs, then enter their wants/needs into the diagram and discuss. Are there differences between their wants/needs now, and when they were younger?
- Students will participate in a group “Survivor” activity where they prioritize wants and needs from a given list.
- Students will apply the decision-making process by choosing between alternatives in 3 different real-life scenarios.
- Students will apply the decision-making process by choosing between an after-school activity or a part-time job.
- Students will analyze the effects of supply and demand using toy fads as an example.
- Students will use a graphic organizer that analyzes the 3 different types of economic systems by comparing the US, Brazil and Chad.
- Students will create an outline for all four stages of the business cycle (with main topic and 2-3 bullet points each)
- Students will listen and respond to a guest speaker; a local businessperson who will discuss how the business cycle affected his/her business personally. Students will use EconEdLink’s Focus on Economic Data report to analyze the implications of the unemployment jobs report on individuals, groups and the economy.
Using the internet, students will create a timeline which marks the changes in the US economy from the 1700s through now.

In groups of 2-3, using the internet, students will find unemployment statistics from various years and use spreadsheet software to present the information in a bar graph.

### Assessments

<table>
<thead>
<tr>
<th>Performance Task(s)</th>
<th>Other Evidence</th>
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<tbody>
<tr>
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</table>

- Vocabulary Quizzes
- Test including multiple choice, matching, short answer, and essay
- Observations made during group/individual work and discussions.
- Observations made during class discussions and student participation during discussions.
- Business Attitude (via rubric)
- Pretest results and student self-evaluation and reflection.
- Student self-reflective journal.
- Various Performance Assessments (detailed above)

### Suggested Resources

New Milford Public Schools

<table>
<thead>
<tr>
<th>Committee Member(s):</th>
<th>Course/Subject: Intro to Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shana Bergonzelli-Graham, Kristie O’Neill</td>
<td>Grade Level: 9-12</td>
</tr>
<tr>
<td>Unit 2: Entrepreneurship &amp; Management</td>
<td># of Weeks: 3</td>
</tr>
</tbody>
</table>

### Identify Desired Results

**Common Core Standards**

- W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments or information.
- W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- RST7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

### Enduring Understandings

**Generalizations of desired understanding via essential questions**

(Student(s) will understand that …)

- All successful entrepreneurs share some common characteristics.
- A good business plan is crucial for success.
- Planning is crucial to running a successful business.
- There are 3 major forms of business ownership.
- There are six types of businesses and they relate to each other.
- There are four functions of management.
- Leaders have specific characteristics but different styles.

### Essential Questions

**Inquiry used to explore generalizations**

- What are the characteristics of successful entrepreneurs?
- What are the characteristics of a good business plan?
- Why should an entrepreneur create a business plan?
- What is a proprietorship, partnership and a corporation? What are the advantages and disadvantages of each?
- What is the purpose of management?
- What types of qualities do leaders need?
- What is your leadership style?

### Expected Performances

**What students should know and be able to do**

Students will know the following:

- A proprietorship is a business that is owned and managed by an individual who receives all the profits and bears all the losses.
- A partnership is a business that is owned by two or more individuals who receive all the profits and bear all the losses.
- A corporation is a business that is owned by stockholders and has rights and
responsible as if it were a person.
- The characteristics of successful entrepreneurs.
- The purpose and importance of a business plan
- There are many different types of businesses. The five functions are involved in every type of business.
- The purpose and functions of management
- The qualities of a leader

Students will be able to do the following:
- Identify successful entrepreneurs
- Describe the advantages and disadvantages of the three major forms of business organizations
- Explain the basic elements of a business plan
- Work as a team to accomplish a task and appreciate the importance of leadership
- Explain the qualities of a leader
- Identify the differences between management structures

<table>
<thead>
<tr>
<th>Character Attributes</th>
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<tr>
<td>Citizenship</td>
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<tr>
<td>Responsibility</td>
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<table>
<thead>
<tr>
<th>Technology Competencies</th>
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<tbody>
<tr>
<td>Students use content specific tools, software, and simulations to support learning and research.</td>
</tr>
<tr>
<td>Students use telecommunications and collaboration tools to work with peers and others to investigate information and to develop solutions or products.</td>
</tr>
</tbody>
</table>

Develop Teaching and Learning Plan

Suggested Teaching Strategies:
- Teacher uses PowerPoint presentation summarizing the content of the unit.
- Teacher leads discussion about entrepreneurship.
- Teacher reviews vocabulary using a Power Point presentation.
- Teacher assigns pretest to be self-corrected and discussed with a partner.
- Teacher places students into groups of 4-5 to complete group activity.
- Teacher places students into groups of two to collaboratively choose, explore, and discuss various entrepreneurs.
- Teacher models the creation of a business plan.

Suggested Learning Activities:
- Students will complete a leadership quiz.
- Students will self-evaluate pretest performance identifying needs from the unit content.
- Students will respond to open-ended questions.
- Students will complete a research project on entrepreneurship.
- Students will work cooperatively in small groups.
<table>
<thead>
<tr>
<th>Performance Task(s)</th>
<th>Other Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments</td>
<td>Application that is functional in a classroom context to evaluate student achievement of desired results</td>
</tr>
</tbody>
</table>
| Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period) | - Observations made during group work and discussions  
- Test, including multiple choice, matching, short answer and essay.  
- Observations made during class discussions and student’s participation in those discussions.  
- Pretest results and student self-evaluation of previous knowledge.  
- Independent and Group Projects. |

<table>
<thead>
<tr>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>- “Do you have what it takes to be an entrepreneur?” Web <a href="http://www.entrepreneur.com/personalityquiz">http://www.entrepreneur.com/personalityquiz</a></td>
</tr>
<tr>
<td>- “Teen Millionaires – How did they do it?” Web Video <a href="http://www.youtube.com/watch?v=MZXH1LQGquQ">http://www.youtube.com/watch?v=MZXH1LQGquQ</a></td>
</tr>
</tbody>
</table>
New Milford Public Schools

Committee Member(s):
Shana Bergonzelli-Graham, Kristie O'Neill

Unit 3: Marketing and Advertising

Course/Subject: Introduction to Business
Grade Level: 9-12
# of Weeks: 3

### Identify Desired Results

**Common Core Standards**

- Marketing Planning: Understand the concepts and strategies utilized to determine target marketing strategies to a select audience.
- Understand the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
- RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### Enduring Understandings

Generalizations of desired understanding via essential questions
(Students will understand that …)

- To be a successful marketer, one needs to understand the marketing skills, marketing core functions, and basic tools of marketing.
- Marketing supports competition and offers benefits to consumers.
- The marketing mix is a set of tools used to influence buying decisions.
- The marketing mix is a set of tools used to influence buying decisions.

### Essential Questions

Inquiry used to explore generalizations

- How do marketers determine the marketing mix?
- When developing marketing strategies what should be considered?
- How does marketing provide benefits to consumers?
- Why is advertising an important part of promotion?

### Expected Performances

What students should know and be able to do

Students will know the following:

- The concepts and strategies used to target a select audience
- The functions of marketing.
- The components of the marketing mix.
- The principals of the production and marketing of goods and services.
- Concepts of the market and market identification.
- The types of advertising media used in marketing a product or service.
- Differentiate between the different types of advertising media.
- How to select the most effective direct advertising methods and appropriate media ad.
Students will be able to do the following:

- Explain the concept of the marketing strategies known as the marketing mix (product, price, place, and promotion)
- Select and identify a target market
- Explain the role of promotion as a marketing function
- Identify and define media types
- Identify the main components of print advertising.

Character Attributes

- Responsibility
- Integrity
- Honesty
- Perseverance
- Cooperation

Technology Competencies

- Students create individual print advertisements using computer software.
- Students develop and implement a project using online resources.
- Students evaluate accuracy and quality of online information.

Develop Teaching and Learning Plan

Suggested Teaching Strategies:

- Teacher uses PowerPoint presentations of unit summaries.
- Teacher leads group discussion and collaboration on various marketing strategies.
- Teacher demonstrates how to use the Internet for research and how to create effective advertisements.
- Teacher models concept map organizer on marketing core functions.
- Teacher makes available assorted ads and products to model examples on marketing mix and target market concepts.
- Teacher provides samples of promotional material: direct mail, coupons, ads, etc, to show ways in which a company advertises a product.
- Teacher leads discussion regarding advertising media
- Teacher creates small collaborative groups to apply the marketing mix and target market concepts. Teacher assigns each group a project.

Suggested Learning Activities:

- Students will use concept map organizer to distinguish marketing core functions
- Students will apply concept map for the marketing mix.
- Students will apply marketing mix and target market concepts in small cooperative groups.
- Students will participate in oral presentation of group projects.
- Students will create their own advertisement.
### Assessments

<table>
<thead>
<tr>
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</tbody>
</table>
| • Vocabulary quizzes  
• Test including multiple choice, matching, short answer and essay.  
• Observation of student’s ability to create an advertisement.  
• Pretest results and student evaluation of previous knowledge.  
• Oral presentation (NMHS oral presentation rubric). |

### Suggested Resources
- Assorted magazines (People, Time, Glamour, Parenting)
- Assorted products (soda, cereal, toothpaste, cell phone, drinks, etc)
### New Milford Public Schools

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<tr>
<td>Shana Bergonzelli-Graham, Kristie O’Neill</td>
<td>Grade Level: 9-12</td>
</tr>
<tr>
<td>Unit 4: Financial Management and Accounting</td>
<td># of Weeks: 3</td>
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</tbody>
</table>

#### Identify Desired Results

**Common Core Standards**

- **RST2:** Determine the central ideas or conclusions of a text summarize complex concepts, processes, or information presented in a text by paraphrasing them insimpler but still accurate terms.
- **RI7:** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
- **W6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments or information.
- **WHS7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

#### Enduring Understandings

**Generalizations of desired understanding via essential questions**

<table>
<thead>
<tr>
<th>Students will understand that …</th>
</tr>
</thead>
<tbody>
<tr>
<td>The creation of a financial plan and budget are essential tasks to help guide a business’s actions.</td>
</tr>
<tr>
<td>Accounting is the practice of documenting financial transactions that affect a business’s operation.</td>
</tr>
<tr>
<td>Just as in business, having a personal financial plan provides a framework for achieving goals.</td>
</tr>
<tr>
<td>Managing one’s finances effectively usually involves a combination of checking, savings and investment accounts.</td>
</tr>
<tr>
<td>To make wise financial choices, one must understand risk and evaluate all the possible consequences.</td>
</tr>
</tbody>
</table>

#### Essential Questions

**Inquiry used to explore generalizations**

| Why is it important for businesses to keep track of their money? |
| Why is planning a vital task for businesses? |
| What do accountants do? |
| How does setting goals help me define my personal financial plan? |
| What is a checking account and how do I manage it? |
| What is a savings account and when should I use it? |
| Why do people save money? |
| What are some strategies I can employ to help me make smart investment decisions? |
## Expected Performances
What students should know and be able to do

Students will know the following:
- Accounting and business/personal financial management terminology.
- Six reasons for creating a financial plan in business
- The accounting equation
- The three financial statements used in business.
- The six steps to preparing a personal financial plan
- The seven steps to preparing a personal budget

Students will be able to do the following:
- Explain what a budget is and how it is used.
- Analyze financial documents such as income statements and balance sheets.
- Analyze case studies to determine whether the parties involved made wise financial decisions.
- Examine wants/needs to use as a guide to setting personal financial goals.
- Make connections to real-life scenarios where individuals made good or poor financial decisions.
- Identify the different parts of a check.
- Describe the procedure for balancing checking/savings accounts.
- Use given data to balance a simulated account.
- Compare checking and savings accounts.
- Explain advantages and disadvantages of checking/savings accounts.
- Understand the importance of saving: “Pay yourself first.”
- Apply interest accrual formulas.
- Understand how stocks and bonds work.
- Differentiate between the varied types of bonds.
- Explain the advantages and disadvantages of owning securities.
- Evaluate a risk profile and choose securities best suited to that profile.

### Character Attributes
- Responsibility
- Integrity
- Honesty

### Technology Competencies
- Students develop and implement a project using online resources.
- Students collaborate with peers and others to solve problems and to develop solutions using technology tools and resources.
- Students apply productivity/ multimedia tools and peripherals to support personal productivity, group collaboration, and learning.
## Develop Teaching and Learning Plan

**Suggested Teaching Strategies:**
- Teacher presents a Power Point summarizing the content of the unit.
- Teacher assigns several online quizzes for self evaluation
- Teacher leads group discussion /debate on personal finance habits and choice.
- Teacher shows a video clip regarding the importance of information technology fields.
- Teacher plans for and recruits a guest speaker in the Finance field.

**Suggested Learning Activities:**
- Students will take part in group discussions of different topics and scenarios.
- Students will participate in teacher led discussions.
- Students will self-evaluate pretest performance identifying needs from the unit content.
- Students will discuss their responses to quizzes and tests with their peers and self-correct.
- Students will view videos after prereading questions relevant to the video. These questions will be answered following the video, and prereading helps students focus their attention during the video.
- Students will perform a multiple choice reading activity follow up.
- Students will perform a fill-in-the-blank reading activity follow up.
- Students will participate in very basic accounting simulations.
- Students will participate in account balancing simulations.
- Students will be given case studies to analyze.
- Students will complete a worksheet on reading a stock quote table in pairs.
- Students will work in pairs to locate financial statements for two large corporations from recent annual reports. Students will then compare balance sheets, income statements and statements of cash flow.
- Students will work in pairs to prepare a household budget given certain information and guidelines.
Assessments

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**Goal:** Create a household budget that ensures that all bills are paid and money is put into savings. Students will be given certain information and parameters and will role play as household heads.

**Role:** Heads of household for the budget.

**Audience:** Themselves.

**Situation:** The situation will vary for each team. Some will be millionaires; others will be just above the poverty line.

**Product or Performance:** Annotated budget.

**Standards for Success:** Budget is realistic, ensures that all bills are paid, money is put into savings and clearly written and cohesive rationale is given for the amount of each budget item.

<table>
<thead>
<tr>
<th><strong>Suggested Resources</strong></th>
</tr>
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<tbody>
<tr>
<td>• Wall Street trader's NYSE Trading Floor Tour. Web <a href="http://www.youtube.com/watch?v=gxo2rGr7Yfg&amp;feature=youtu.be">http://www.youtube.com/watch?v=gxo2rGr7Yfg&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>• How a stock is bought and sold: <a href="http://www.nyse.com/pdfs/StockBoughtAndSold.pdf">http://www.nyse.com/pdfs/StockBoughtAndSold.pdf</a></td>
</tr>
<tr>
<td>• Stabilize the Debt game: <a href="http://crfb.org/stabilizethedebt/">http://crfb.org/stabilizethedebt/</a></td>
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<tr>
<td>• BusinessWeekReader Case Study: I Am My Own Accountant</td>
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## Identify Desired Results

### Common Core Standards

- **W6**: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments or information.
- **RI7**: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
- **W10**: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **RST7**: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

## Enduring Understandings

### Generalizations of desired understanding via essential questions

(Students will understand that …)

- Information Technology is a rapidly growing and changing field with many and varied career opportunities.
- Many technology jobs go unfilled due to a lack of students majoring in relevant fields.
- Information technology has transformed the way we live and do business.
- Information technology allows people to manage information efficiently using many different types of hardware and software.
- Ethical and responsible use of technology is important to learn and practice.
- The Internet is a global computer network that connects computer networks around the world and facilitates information transfer.

### Essential Questions

Inquiry used to explore generalizations

- What careers are available to me in Information Technology?
- Why are students not choosing to major in Information Technology?
- Is there a gender gap in information technology careers?
- How has technology changed the way I live compared to the way my parents lived?
- Is instant access to information a need or a want?
- What is the difference between hardware and software and how are they integrated?
- How can mobile technology be potentially detrimental and disruptive?
- What are some habits I can adopt to help me be safe on the Internet and protect important information?
- Who owns the Internet?
- Management of security issues and threats is a vital function to protect business assets and information.
- What are some websites I can use to learn information and skills virtually?
- Is virtual training as effective as face-to-face learning?
- What are some ways businesses can manage and prevent threats to security?

<table>
<thead>
<tr>
<th>Expected Performances</th>
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<tr>
<td><strong>What students should know and be able to do</strong></td>
</tr>
</tbody>
</table>

**Students will know the following:**
- Various computer vocabulary terms
- The origin and evolution of the Internet
- The various career paths available in Information Technology.
- The US is experiencing a shortage in jobs related to IT.

**Students will be able to do the following:**
- Identify possible careers of interest in Information Technology.
- Identify the difference between hardware and software
- Describe how mobile technology has changed day to day life and business.
- Identify tools for managing threats when using the Internet.
- Evaluate various security software packages.
- Analyze the pros and cons to telecommuting.
- Create a list of strategies to minimize risk and maximize safety on the Internet.
- Examine their own personal media habits.

<table>
<thead>
<tr>
<th>Character Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility</td>
</tr>
<tr>
<td>Integrity</td>
</tr>
<tr>
<td>Honesty</td>
</tr>
<tr>
<td>Cooperation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students use content specific tools, software, and simulations to support learning and research.</td>
</tr>
<tr>
<td>Students collaborate with peers or others to solve problems and develop solutions using technology tools and resources.</td>
</tr>
<tr>
<td>Students use telecommunications and collaboration tools to work with peers and others to investigate information and to develop solutions or products.</td>
</tr>
<tr>
<td>Students develop and implement a project using online resources.</td>
</tr>
<tr>
<td>Students evaluate the accuracy and quality of online information.</td>
</tr>
</tbody>
</table>
# Develop Teaching and Learning Plan

## Suggested Teaching Strategies:
- Teacher presents a Power Point summarizing the content of the unit.
- Teacher assigns several online quizzes for self evaluation.
- Teacher leads group discussion /debate on ethical computer use.
- Teacher shows a video clip regarding the importance of information technology fields.
- Teacher plans for and recruits a guest speaker in the IT field.

## Suggested Learning Activities:
- Students will take part in group discussions of different topics and scenarios.
- Students will participate in teacher led discussions.
- Students will self-evaluate pretest performance identifying needs from the unit content.
- Students will discuss their responses to quizzes and tests with their peers and self-correct.
- Students will view videos after prereading questions relevant to the video. These questions will be answered following the video, and prereading helps students focus their attention during the video.
- Students will perform a multiple choice reading activity follow up.
- Students will perform a fill-in-the-blank reading activity follow up.
- In groups of 3-4, students will create a policy on ethical computer use for a business.
- Students will perform a Telecommuting Web Quest and write an essay on findings.
- Students will create an Excel database that lists and evaluates the various corporations that provide security software packages.
- Students will participate in a think-pair-share listing the pros and cons of mobile technology. Present group findings in an email to the teacher.
- Students will engage in a Puzzle Maker activity to learn key terms.
- Students use a graphic organizer to document and analyze their personal media habits.
- Students will listen and respond to a guest speaker; a local businessperson who works in the IT field.

## Assessments

<table>
<thead>
<tr>
<th>Performance Task(s)</th>
<th>Other Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</td>
<td>Application that is functional in a classroom context to evaluate student achievement of desired results</td>
</tr>
</tbody>
</table>

- Vocabulary Quizzes
- Test including multiple choice, matching, short answer, and essay
- Observations made during group/individual work and discussions.
- Observations made during class
discussions and student participation during discussions.
- Business Attitude (via rubric)
- Pretest results and student self-evaluation and reflection.
- Student self-reflective journal.
- Various Performance Assessments (detailed above)

<table>
<thead>
<tr>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code.org Careers in Computer Programming video <a href="http://www.code.org">http://www.code.org</a></td>
</tr>
</tbody>
</table>
New Milford Public Schools

Committee Member(s):
Shana Bergonzelli-Graham, Kristie O’Neill
Unit 6: Career Planning
Course/Subject: Introduction to Business
Grade Level: 9-12
# of Weeks: 3

Identify Desired Results

<table>
<thead>
<tr>
<th>Common Core Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students should develop an understanding of personal and community health</td>
</tr>
<tr>
<td>• RI7: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.</td>
</tr>
</tbody>
</table>

Enduring Understandings

<table>
<thead>
<tr>
<th>Generalizations of desired understanding via essential questions (Students will understand that …)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• We all have specific traits and characteristics that may be better suited for certain careers.</td>
</tr>
<tr>
<td>• There are certain skills needed to fill out an application, create a resume and conduct a job interview.</td>
</tr>
<tr>
<td>• Everyone has strengths and weaknesses.</td>
</tr>
<tr>
<td>• It's important to know an employer's wants and needs.</td>
</tr>
<tr>
<td>• There are qualifications employers seek in employees.</td>
</tr>
</tbody>
</table>

Essential Questions

<table>
<thead>
<tr>
<th>Inquiry used to explore generalizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What skills and traits do we each have?</td>
</tr>
<tr>
<td>• How can I prepare myself before applying and interviewing for a job?</td>
</tr>
<tr>
<td>• What are all of our individual strengths and weaknesses.</td>
</tr>
<tr>
<td>• How can I find information about a company?</td>
</tr>
<tr>
<td>• What qualifications do employers in my area look for?</td>
</tr>
</tbody>
</table>

Expected Performances

<table>
<thead>
<tr>
<th>What students should know and be able to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know the following:</td>
</tr>
<tr>
<td>• The importance of career planning</td>
</tr>
<tr>
<td>• Attributes you should know about yourself when analyzing careers</td>
</tr>
<tr>
<td>• The procedures for a professional job interview.</td>
</tr>
<tr>
<td>• How to create a professional resume.</td>
</tr>
<tr>
<td>• How employers and job candidates benefit from a job interview.</td>
</tr>
<tr>
<td>• How employability skills enhance employment opportunities and job satisfaction.</td>
</tr>
<tr>
<td>• The elements involved in the application process.</td>
</tr>
<tr>
<td>• What insurance companies consider “high risk”</td>
</tr>
<tr>
<td>• Cost of unethical claims and practices that are passed on to the consumer</td>
</tr>
</tbody>
</table>

Students will be able to do the following:
• Identify the importance of career planning.
• Define five attributes you should know about yourself when analyzing careers.
- Name four sources where you can learn about careers.
- Identify three lists needed to make a career plan
- Discuss parts of a resume
- Describe the elements involved in the application process
- Explain what to do and not do in an interview.

### Character Attributes
- Citizenship
- Responsibility

### Technology Competencies
- Students use content specific tools, software, and simulations to support learning and research.
- Students use telecommunications and collaboration tools to work with peers and others to investigate information and to develop solutions or products.
- Students apply productivity/ multimedia tools and peripherals to support personal productivity, group collaboration, and learning.

### Develop Teaching and Learning Plan

**Suggested Teaching Strategies:**
- Teacher uses PowerPoint presentation summarizing the content of the chapter.
- Teacher leads discussion about facts and fiction regarding a professional interview.
- Teacher reviews vocabulary using a Power Point presentation.
- Teacher assigns several online quizzes for self evaluation.
- Teacher places students in groups of two to participate in mock interviews.
- Teacher provides a step-by-step guide on creating a resume.
- Teacher examines and explains a sample resume and application.
- Teacher poses questions regarding authentic situations and concerns about employment opportunities.

**Suggested Learning Activities:**
- Students will complete Interest Inventory: “What do you want to do for a living?” [http://www.mynextmove.org/](http://www.mynextmove.org/)
- Students will complete the Information about Personality Types web quiz: [http://www.personalitypage.com/info.html](http://www.personalitypage.com/info.html)
- Students will use the internet to research possible careers.
- Students will complete project requiring them to investigate a career.
- Students will create a resume and complete job application.
- Students will identify possible career choices that meet their personality and interests.
- Students will respond to open-ended questions regarding authentic situations and interviews.
- Students will respond to end-of-chapter questions regarding key terms.
- Students will collaboratively respond to questions regarding the main ideas of the chapter.
• Students will share their responses to the unit questions with other groups.

### Assessments

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**Goal:** Create a career portfolio that includes an interest inventory, resume, cover letter and mock interview.

**Role:** Potential Job Seekers.

**Audience:** The company wishing to hire.

**Situation:** Each student will be seeking a career in their chosen interest area.

**Product or Performance:** Career Portfolio.

**Standards for Success:** All documents are organized, follow a given format, include mandatory information and are checked for spelling and grammar. Interest inventory is completely filled out. Mock interview was conducted and critical self-assessment was performed according to criteria given.

- Observations made during group work and discussions.
- Completion of homework assignments
- Observations made during class discussions and student's participation in those discussions.
- Pretest results and student self-evaluation of previous knowledge.
- Completion of online quizzes.
- Student's ability to research and determine qualities about themselves and match them to possible jobs.
- Discussion and questions with guest speaker and teacher.
- Reflective writing.

### Suggested Resources

- Interest Inventory: “What do you want to do for a living?” Web <http://www.mynextmove.org/>
- Information about Personality Types. Web <http://www.personalitypage.com/info.html>
- Information about Personality Types. Web <http://www.personalitypage.com/info.html>