Curriculum: Introduction to Business

Curricular Unit: Business Essentials

**Instructional Unit: A. Analyze Aspects of Business Financial Information**

**Standard Alignments (Section 2)**

| CCSS: 7.L.3a; 9-1W.2a-f; S-MD.5b |
| Performance: 2.7, 3.2, 3.8, 4.1 |
| Knowledge: (CA) 4-6 (MA) 1,3,6 |
| NETS: 1a,c; 3; 4a-c; 5a,c,d; 6 |

**Unit (Section 3)**

**Learning Target**

- Identify startup costs and sources of capital
- Describe components of financial statements including revenue, cost, expenses, net income/loss and liabilities
- Evaluate location options for a business
- Present orally with appropriate media aides

**Instructional Strategies**

- The teacher will:
  - lead a discussion on start-up costs and sources of capital
  - provide examples of the following using iPad resources:
    - revenue costs
    - expenses
    - net income and loss
    - assets and liabilities
- The student will:
  - explore potential options for startup costs
  - organize and compare income statements and balance sheets using iPad applications and other available resources
  - make observations about causes of financial successes and struggles for businesses
  - assess potential business location including:
    - renting or leasing
    - purchasing a location
    - working from home

Board Approved 8-3-15
Assessments/Evaluations:

- **Formative:**
  - Differentiated teacher guidance/feedback
  - Peer editing
  - Business partner feedback
- **Summative with scoring guides:**
  - Written assessment (use literacy strand scoring guide for ELA)
  - Formal presentations

Sample Assessment Questions:

- Compare and contrast financial statements components.
- List potential sources of capital and explain the differences of each.
- Describe a scenario where a business owner would benefit from owning the space where their business is located.
- Describe a scenario where a business owner would benefit from leasing the space where their business is located.
- Describe a scenario where a business owner would benefit from working out of a home office.

Instructional Resources/Tools:

- Computer/iPads
- Google Classroom and other web-based resources
- Email
- Apps purchased for student-use:
  - Google Docs/Sheets/Slides/Drive
  - iMovie
- Presentation tools of students choosing
- Business partners

Cross Curricular Connections:

- **ELA:**
  - Research
  - Presentations
  - Writing
  - Nonfiction reading
- **Math:** Formulas
- **Social Studies:** Economics

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum: Introduction to Business

Curricular Unit: Business Essentials

**Instructional Unit: B. Assess and critique aspects of business structures**

<table>
<thead>
<tr>
<th>Standard Alignments (Section 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLE/CLE: CACLE: R.1.E (English II-IV)</td>
</tr>
<tr>
<td>Performance: 1.4, 1.7, 2.1, 2.6, 2.7, 3.1-3.3, 4.1</td>
</tr>
<tr>
<td>Knowledge: (CA) 1, 4-6  (FA) 1</td>
</tr>
<tr>
<td>NETS: 1; 2a,b,d; 3; 4a,b; 6</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

**Learning Target**

- Differentiate types of ownership (sole proprietorship, partnership, corporation)
- Conduct research on how ethics and culture affects company climate
- Identify personal interests and abilities and match with a career path
- Compare components of human resources
- Present orally with appropriate media aides

**Instructional Strategies**

- The teacher will:
  - lead a discussion on the topic of ownership, including positive and negative aspects associated with each
  - overview existing mission statements of businesses and generate their own mission statement
  - provide examples of interest using iPad to locate inventory options for students or employers
  - lead an informal discussion about:
    - hiring
    - firing
    - benefits
    - training
  - use historical examples of corporate ethics and the impact on:
    - employees
    - investors
    - customers
  - provide media resources for students to develop presentations through use of iPad and technology applications including iMovie

Board Approved 8-3-15
• The students will:
  • generate local examples of ownership (proprietor, partnership, corporation) using classroom technologies
  • create a class mission statement using iPad or other technological tools
  • complete interest inventory to determine potential career paths using iPad or other technological tools
  • research examples of business ethics’ positive and negative effects

Assessments/Evaluations:

• Formative:
  • Differentiated teacher guidance/feedback
  • Peer editing
  • Business partner feedback
• Summative with scoring guides:
  • Written assessment (use literacy strand scoring guide for ELA)
  • Formal presentations

Sample Assessment Questions:

• Compare and contrast aspects of proprietorships and partnerships. Provide positive and negative aspects of each.
• Human resources planning requires the following steps except: a) using the business strategic plan b) forecasting the firm’s future demand c) determining availability of human resources d) acquiring funds for implementation e) matching supply with demand
• True or False: Corporations are owned by stockholders, who range in number from one to millions.
• Present a business plan to potential investors and/or business members from the community.

Instructional Resources/Tools:

• Computer/iPAD
• Google Classroom or other web-based resources
• Email
• Apps purchased for student-use:
  • Google Docs/Sheets/Slides/Drive
  • iMovie
• Presentation tools of students choosing
• Business partners

Cross Curricular Connections:

• ELA:
  • Research
  • Presentations
  • Writing
  • Nonfiction reading

Board Approved 8-3-15
Depth of Knowledge (Section 5)

DOK: 3
Curriculum: Introduction to Business

Curricular Unit: Business Essentials

**Instructional Unit: C. Understanding Marketing’s Impact on Business**

<table>
<thead>
<tr>
<th>Standard Alignments (Section 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS:  9-10.W.7; 9-10.SL.2; 9-10.SL.4; 910.SL.5</td>
</tr>
<tr>
<td>Performance:  3.1, 3.8, 4.1</td>
</tr>
<tr>
<td>Knowledge:  (CA) 5  (MA) 3.6  (SS) 4.6</td>
</tr>
<tr>
<td>NETS:  1a,b,d; 2; 4a,b; 5b,d; 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit (Section 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Target</strong></td>
</tr>
<tr>
<td>• Apply market research to identify the target market</td>
</tr>
<tr>
<td>• Research basic pricing policies and the impact on business</td>
</tr>
<tr>
<td>• Identify types of promotion and explain the effects on business</td>
</tr>
<tr>
<td>• Present orally with appropriate media aides</td>
</tr>
<tr>
<td><strong>Instructional Strategies</strong></td>
</tr>
<tr>
<td>• The teacher will:</td>
</tr>
<tr>
<td>• lead a discussion on how to define a target market based on factors such as demographics and geography</td>
</tr>
<tr>
<td>• instruct the students on how to understand the different types of promotion by having groups of students participate in a group activity of finding local examples of the four different types of promotion</td>
</tr>
<tr>
<td>• lead a discussion on pricing policies with examples of mark-up, one-price, demand oriented and competition oriented pricing</td>
</tr>
<tr>
<td>• provide media resources for students to develop presentations</td>
</tr>
<tr>
<td>• Students will:</td>
</tr>
<tr>
<td>• create a marketing advertisement with a target market in mind to promote a business concept using iPad and available technological resources</td>
</tr>
<tr>
<td>• compare companies’ web presence and use of social media to determine impact on business activities through investigation of online material and social media entities</td>
</tr>
<tr>
<td><strong>Assessments/Evaluations:</strong></td>
</tr>
<tr>
<td>• Formative:</td>
</tr>
<tr>
<td>• Differentiated teacher guidance/feedback</td>
</tr>
<tr>
<td>• Peer editing</td>
</tr>
<tr>
<td>• Business partner feedback</td>
</tr>
</tbody>
</table>

Board Approved 8-3-15
- Summative with scoring guides:
  - Written assessment (use literacy strand scoring guide for ELA)
  - Formal presentations

### Sample Assessment Questions:

- Write an essay comparing and contrasting geographic vs. demographic target markets
- True/False: Cost-based pricing, is the simplest method of pricing?
- Presentation to the class on examples of the four types of promotion using a scoring guide

### Instructional Resources/Tools:

- Computer/iPads
- Google Classroom and other web-based resources
- Email
- Apps purchased for student-use:
  - Google Docs/Sheets/Slides/Drive
  - iMovie
- Presentation tools of students choosing
- Business partners

### Cross Curricular Connections:

- **ELA:**
  - Research
  - Presentations
  - Writing
  - Nonfiction reading
- **Math:** Pricing
- **Social Studies:** Geography

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum: Introduction to Business

Curricular Unit: Community Influence

**Instructional Unit: D. Analyze Community Needs to Determine an Appropriate Service-Learning Project**

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>GLE/CLE: CACLE: 4.1.I (Eng I-IV)</th>
<th>CCSS: 9-10.W.7; 9-10.SL.1a-d</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance: 3.1, 4.6</td>
<td>Knowledge: (CA) 6</td>
</tr>
<tr>
<td>NETS: 3b-d</td>
<td></td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

Learning Target

- Conduct research to determine what a local community needs
- Discuss possible service-learning projects that would help address a local community need

Instructional Strategies

**Inquiry research**

- The teacher will:
  - model effective research strategies
  - explain how to determine if a source is reliable
  - model interview techniques
  - facilitate discussions about possible service-learning projects
- Students will:
  - collaboratively research to determine answer to probing question
  - collaborate to determine a set of qualities that make an effective service-learning project
  - Groups will collaborate with other groups to come up with a class list of what makes an effective service-learning project

Assessments/Evaluations:

- Formative:
  - Student-generated list of an effective service-learning project
- Summative with scoring guides:
  - Service-learning project proposal
  - Formal presentations with scoring guide

Sample Assessment Questions:

- What is a need that Jefferson City has and how can we fulfill that need?
### Instructional Resources/Tools:

- Computer/iPads
- Google Classroom and other web-based resources
- Email
- Apps purchased for student-use:
  - Google Docs/Sheets/Slides/Drive
  - iMovie
- Presentation tools of students choosing
- Business partners

### Cross Curricular Connections:

- ELA:
  - Researching
  - Speaking and listening skills

### Depth of Knowledge (Section 5)

DOK: 4
Curriculum: Introduction to Business

Curricular Unit: Community Influence

Instructional Unit: E. Describe the Components of an Effective Service-Learning Project

<table>
<thead>
<tr>
<th>Standard Alignments (Section 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLE/CLE: CACLE: R.1.I (Eng I-IV)</td>
</tr>
<tr>
<td>CCSS: 9-10.W.7; 9-10.SL.1a</td>
</tr>
<tr>
<td>Performance: 1.1, 1.2, 4.6</td>
</tr>
<tr>
<td>Knowledge: (CA) 6 (SS) 7</td>
</tr>
<tr>
<td>NETS: 3b</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit (Section 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Target:</td>
</tr>
<tr>
<td>• Research components of an effective service-learning project</td>
</tr>
<tr>
<td>• Provide an explanation of all the components of an effective service-learning project</td>
</tr>
<tr>
<td>Instructional Strategies:</td>
</tr>
<tr>
<td>Collaborative exploration activity</td>
</tr>
<tr>
<td>• The teacher will:</td>
</tr>
<tr>
<td>• model how to conduct inquiry research</td>
</tr>
<tr>
<td>• provide question: “What makes an effective service-learning project?”</td>
</tr>
<tr>
<td>• Students will:</td>
</tr>
<tr>
<td>• collaboratively research to determine answer to probing question</td>
</tr>
<tr>
<td>• collaborate to determine a set of qualities that make an effective service-learning project</td>
</tr>
<tr>
<td>• Groups will collaborate with other groups to come up with a class list of what makes an effective service-learning project</td>
</tr>
<tr>
<td>Assessments/Evaluations:</td>
</tr>
<tr>
<td>• Formative: Student-generated list of an effective service-learning project</td>
</tr>
<tr>
<td>• Summative with scoring guides:</td>
</tr>
<tr>
<td>• Written assessment (use literacy strand scoring guide for ELA)</td>
</tr>
<tr>
<td>• Formal presentations with scoring guide</td>
</tr>
<tr>
<td>Sample Assessment Questions:</td>
</tr>
<tr>
<td>• Describe the components that make up an effective service-learning project.</td>
</tr>
</tbody>
</table>
Instructional Resources/Tools:

- Computer/iPads
- Google Classroom and other web-based resources
- Email
- Apps purchased for student-use:
  - Google Docs/Sheets/Slides/Drive
  - iMovie
- Presentation tools of students choosing
- Library
- Online databases for research

Cross Curricular Connections:

- ELA: Researching

**Depth of Knowledge (Section 5)**

DOK: 1
Curriculum: Introduction to Business

Curricular Unit: Community Influence

Instructional Unit: F. Prioritize Goals and Individual Roles for Developing and Implementing a Service-Learning Project

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>GLE/CLE: TSSI.7.E, F (US History)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS: 9-10.SL.4</td>
</tr>
<tr>
<td>Performance: 4.5, 4.6</td>
</tr>
<tr>
<td>Knowledge: (CA) 6 (SS) 6</td>
</tr>
<tr>
<td>NETS: 6a,b</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

**Learning Target:**

- Set a list of goals for a potential service-learning project
- Prioritize to meet short and long-term goals

**Instructional Strategies:**

**Collaborative discussions**
- Teacher will:
  - Facilitate discussions surrounding goal setting
  - Provide tools for task-management
  - Model how to manage tasks and prioritize goals within a large task
- Students will:
  - Participate in collaborative discussions
  - Utilize technology tools to task manage
  - Anticipate problems and trouble-shoot solutions

**Assessments/Evaluations:**

- Formative:
  - Project design
- Summative with scoring guides:
  - Service-learning project proposal
  - Formal presentations with scoring guide

**Sample Assessment Questions:**

- What is a problem that might occur during the implementation of this service-learning project? Propose two possible solutions and discuss as a team how you would handle this problem.
Instructional Resources/Tools:

- Computer/iPads
- Google Classroom and other web-based resources
- Email
- Apps purchased for student-use:
  - Google Docs/Sheets/Slides/Drive
  - iMovie
- Presentation tools of students choosing
- Business partners
- Joy Sweeney – Council for Drug Free Youth
- Local organizations

Cross Curricular Connections:

- ELA: Speaking and listening skills
- Technology: Tools for task management, such as:
  - Evernote
  - Electronic calendars
  - Google Docs, Sheets, Forms

**Depth of Knowledge (Section 5)**

DOK: 4
Curriculum: Introduction to Business

Curricular Unit: Group Dynamics

**Instructional Unit: G. Analyze Aspects of Business Financial Information**

<table>
<thead>
<tr>
<th>Standard Alignments (Section 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLE/CLE: CACLE: LS.2.A</td>
</tr>
<tr>
<td>CCSS: 9-10.SL.1a-d; 9-10.WHST.2a-f</td>
</tr>
<tr>
<td>Performance: 2.1-2.3</td>
</tr>
<tr>
<td>Knowledge: (CA) 1,6 (SS) 6</td>
</tr>
<tr>
<td>NETS: 6a-b</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit (Section 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Target:</td>
</tr>
<tr>
<td>• Analyze individual values, beliefs, and opinions to answer personality assessment questions</td>
</tr>
<tr>
<td>• Reflect on personality assessment results to analyze how individual values, beliefs, and opinions affect the student personality type</td>
</tr>
<tr>
<td>• Write about and discuss individual values, beliefs, and opinions and their impact on personality types</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The teacher will:</td>
</tr>
<tr>
<td>• instruct students on how to access the on-line quiz</td>
</tr>
<tr>
<td>• model how to think about answering the questions on the on-line quiz</td>
</tr>
<tr>
<td>• Reflective writing:</td>
</tr>
<tr>
<td>• The teacher will provide a:</td>
</tr>
<tr>
<td>• clear scoring guide for reflective writing expectations</td>
</tr>
<tr>
<td>• model of strong and weak examples of reflective writing</td>
</tr>
<tr>
<td>• The students will:</td>
</tr>
<tr>
<td>• utilize the scoring guide to understand the targets for the reflective writing</td>
</tr>
<tr>
<td>• complete reflective writing assignment</td>
</tr>
<tr>
<td>• create a personal mission statement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaborative discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The teacher will:</td>
</tr>
<tr>
<td>• provide:</td>
</tr>
<tr>
<td>• a clear scoring guide for discussion expectations</td>
</tr>
<tr>
<td>• sentence starters for students who might be reluctant to participate in group discussions</td>
</tr>
<tr>
<td>• clear feedback to students for improvement</td>
</tr>
<tr>
<td>• various opportunities to discuss so that students can receive formative feedback before being graded summatively</td>
</tr>
</tbody>
</table>

Board Approved 8-3-15
- model discussion skills by conducting a fish-bowl activity where students do a mock discussion and reflect on what went well and what could have been improved
- The students will:
  - participate in a fish-bowl activity to model and reflect on discussion skills
  - utilize sentence starters to help them participate in collaborative discussion
  - participate by speaking during collaborative discussion
  - self-reflect by grading themselves on the scoring guide

Assessments/Evaluations:

- Formative:
  - Differentiated teacher guidance/feedback
  - Formative assessment over individual personality type
- Summative with scoring guides:
  - Written assessment (use literacy strand scoring guide for ELA)
  - Formal presentations

Sample Assessment Questions:

- Analyze your values, beliefs, and opinions and explain how they influence your personality type. (reflective writing prompt)
- Explain to your group what your personality type would contribute when working collaboratively. (collaborative discussion prompt)

Instructional Resources/Tools:

- Computer/iPads
- Google Classroom and other web-based resources
- Email
- Apps purchased for student-use:
  - Google Docs/Sheets/Slides/Drive
  - iMovie
- Presentation tools of students choosing
- Briggs-Meyer Personality Tests (there are many options online, an example is: [http://www.humanmetrics.com/cgi-win/jtypes2.asp](http://www.humanmetrics.com/cgi-win/jtypes2.asp))
- Pinterest/Google Images—Students can search their 4-letter personality type to find infographics that better explain their personality type for analysis
- *7 Habits of Highly Effective People* by Stephen Covey
- Colors test
- N, S, E, W test

Cross Curricular Connections:

- ELA:
  - Research
  - Presentations
  - Writing
  - Nonfiction reading
Depth of Knowledge (Section 5)

DOK: 4
Curriculum: Introduction to Business

Curricular Unit: Group Dynamics

**Instructional Unit: H. Identify and Analyze the Impact of Individual Personalities on Group Dynamics**

### Standard Alignments (Section 2)

<table>
<thead>
<tr>
<th>Category</th>
<th>Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS:</td>
<td>9-10.SL.1a-d; 9-10.SL.4; 9-10.SL.5</td>
</tr>
<tr>
<td>Performance:</td>
<td>2.3, 3.3, 3.6</td>
</tr>
<tr>
<td>Knowledge:</td>
<td>(CA) 6  (SS) 6</td>
</tr>
<tr>
<td>NETS:</td>
<td>3b; 6a,b</td>
</tr>
</tbody>
</table>

### Unit (Section 3)

**Learning Target:**

- Understand how one’s individual values impact one’s interaction within a group
- Hypothesize and discuss how various personality types might interact within a group

**Instructional Strategies**

**Student-led team building activities**

- The teacher will:
  - model how to lead a team builder
  - provide:
    - a clear scoring guide for collaborative discussion
    - sentence starters to assist students who are reluctant to participate in discussions
    - a model for a good discussion by conducting a fish-bowl activity or showing a video of a productive discussion
    - an example of a reflective writing to show as a model
  - a clear scoring guide of writing expectations for reflective writing.
- Students will:
  - select and facilitate team building activities
  - debrief in a collaborative discussion on how the team dynamics impacted the results of the team building activities
  - write a reflection explaining how the group dynamics impacted the results of the team building activity

**Shared reading on team dynamics**

- The teacher will provide:
  - instruction on active reading strategies
  - clear expectations and scoring guides for presentations on group dynamics

Board Approved 8-3-15
• Students will:
  • work in group to read about group dynamics
  • synthesize what they learned from reading to explain to the class how group dynamics work

Collaborative discussions
• The teacher will provide:
  • a clear scoring guide for collaborative discussion
  • sentence starters to assist students who are reluctant to participate in discussions
  • a model for a good discussion by conducting a fish-bowl activity or showing a video of a productive discussion
• Students will:
  • analyze hypothetical group compositions and discuss how the group dynamics will play out based upon the group composition
  • present findings and hypotheses to the class

Student presentations
• The teacher will:
  • provide clear expectations and scoring guide for presentation
  • model how an effective presentation should look
  • provide feedback for students as they prepare for and practice presentation
• Students will:
  • conduct research about how their personality type will interact in a group of diverse members
  • analyze strengths and weaknesses within a group
  • explain what type of personality type he/she works best and worst with
  • present findings in a creative and engaging way to the class
  • incorporate technology into the presentation

Assessments/Evaluations:

• Formative:
  • Differentiated teacher guidance/feedback
  • Collaborative discussion scoring guide
• Summative with scoring guides:
  • Written assessment (use literacy strand scoring guide for ELA)
  • Formal presentations with scoring guide

Sample Assessment Questions:

<table>
<thead>
<tr>
<th>LEARNING TARGET:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can present information, findings, and supporting information in an organized format (SL4).</td>
<td>Presentation is unorganized and lacks supporting information.</td>
<td>Presentation is somewhat organized and provides some supporting information</td>
<td>Presentation is adequately organized and supporting information is provided.</td>
<td>Presentation is well-organized and easy to follow. Sufficient supporting information is provided and engages the audience.</td>
</tr>
</tbody>
</table>

Board Approved 8-3-15
Instructional Resources/Tools:

- Computer/iPads
- Google Classroom and other web-based resources
- Email
- Apps purchased for student-use:
  - Google Docs/Sheets/Slides/Drive
  - iMovie
- Presentation tools of students choosing
- *The Five Dysfunctions of a Team: A Leadership Fable* by Patrick Lencioni
- *Strengths Finder* by Tom Rath
- [www.teachmeteamwork.com](http://www.teachmeteamwork.com) (Google teambuilding activities)

Cross Curricular Connections:

- ELA:
  - Speaking and listening
  - Writing
  - Research
- Sociology: Group dynamics
- Technology: Incorporating technology into presentations and research

**Depth of Knowledge (Section 5)**

DOK: 4
Curriculum: Introduction to Business

Curricular Unit: Leadership Styles

Instructional Unit: I. Analyze How Real-World Leaders Have Impacted Their Sphere of Influence

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS: 9-10.SL.4; 9-10.SL.5; 9-10.RH.1; 9-10.RH.2; 9-10.RH.3</td>
</tr>
<tr>
<td>Performance: 1.2, 1.4, 1.10, 2.1</td>
</tr>
<tr>
<td>Knowledge: (CA) 6 (SS) 2,6</td>
</tr>
<tr>
<td>NETS: 3</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

**Learning Target:**

- Investigate a real-world leader to find anecdotal data of his/her leadership style
- Determine if the real-world leader has a successful leadership style and explain why or why not
- Analyze how the real-world leader made an impact

**Instructional Strategies:**

**Research and presentation of a real-world leader**

- The teacher will:
  - provide:
    - resources for students to conduct research
    - a clear scoring guide for presentations
  - model:
    - how to determine if a source is reliable
    - presentation skills
- Students will:
  - conduct research on a real-world leader
  - utilize reliable sources to obtain information
  - synthesize information regarding real-world leader’s impact
  - utilize multi-media technology to create presentation

**Assessments/Evaluations:**

- Formative:
  - Differentiated teacher guidance/feedback
  - Collaborative discussion scoring guide
- Summative with scoring guides:
  - Written assessment (use literacy strand scoring guide for ELA)
  - Formal presentations with scoring guide

Board Approved 8-3-15
Sample Assessment Questions:

### LEARNING TARGET:

<table>
<thead>
<tr>
<th>I can present information, findings, and supporting information in an organized format (SL4).</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation is unorganized and lacks supporting information.</td>
<td>Presentation is somewhat organized and provides some supporting information.</td>
<td>Presentation is adequately organized and supporting information is provided.</td>
<td>Presentation is well-organized and easy to follow. Sufficient supporting information is provided and engages the audience.</td>
<td></td>
</tr>
</tbody>
</table>

Instructional Resources/Tools:

- Computer/iPads
- Google Classroom and other web-based resources
- Email
- Apps purchased for student-use:
  - Google Docs/Sheets/Slides/Drive
  - iMovie
- Presentation tools of students choosing
- Library
- Online databases for research
- Lean In

Cross Curricular Connections:

- ELA:
  - Researching
  - Speaking and listening
- Social Studies: Leadership styles

**Depth of Knowledge (Section 5)**

DOK: 4
Curriculum: Introduction to Business

Curricular Unit: Leadership Styles

**Instructional Unit: J. Determine One’s Own Leadership Style Based on Values, Beliefs and Opinions**

<table>
<thead>
<tr>
<th>Standard Alignments (Section 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS: 9-10.SL.4: 9-10.SL.5; 9-10.RH.1; 9-10.RH.2; 9-10.RH.3</td>
</tr>
<tr>
<td>Performance: 1.2, 1.4, 1.10, 2.1</td>
</tr>
<tr>
<td>Knowledge: (CA) 6 (SS) 2,6</td>
</tr>
<tr>
<td>NETS: 3</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

**Learning Target:**

- Analyze one’s own values, beliefs, and opinions to classify as a particular leadership style
- Explain how one can use his/her leadership style to lead a group with various group dynamics

**Instructional Strategies:**

**Reflective writing**

- The teacher will:
  - model how to complete reflective writing
  - provide examples of strong and weak writing to guide students
  - provide a clear scoring guide for reflective writing
- Students will:
  - analyze the three leadership styles
  - determine which style best fits their personality
  - reflect on values, beliefs, and opinions to justify why they fit a particular leadership style
  - write an expository piece to explain why the leadership style fits them

**Collaborative discussion**

- The teacher will provide:
  - a clear scoring guide for collaborative discussion
  - sentence starters to assist students who are reluctant to participate in discussions
  - a model for a good discussion by conducting a fish-bowl activity or showing a video of a productive discussion
- Students will justify why they fit a certain leadership style during a collaborative discussion

Board Approved 8-3-15
**Assessments/Evaluations:**

- **Formative:**
  - Differentiated teacher guidance/feedback
  - Collaborative discussion scoring guide
- **Summative with scoring guides:**
  - Written assessment (use literacy strand scoring guide for ELA)
  - Formal presentations with scoring guide

**Sample Assessment Questions:**

- Pick a leadership style that fits your personality and explain how it reflects your values, opinions, and beliefs.
- Discuss why you would be a good leader based upon your values, opinions, and beliefs.

**Instructional Resources/Tools:**

- Computer/iPads
- Google Classroom and other web-based resources
- Email
- Apps purchased for student-use:
  - Google Docs/Sheets/Slides/Drive
  - iMovie
- Presentation tools of students choosing
- *Democracy in Action* (Government textbook) for leadership style information

**Cross Curricular Connections:**

- Social Studies: Leadership styles
- ELA:
  - Writing
  - Speaking and listening

---

**Depth of Knowledge (Section 5)**

**DOK: 4**
Curriculum: Introduction to Business

Curricular Unit: Leadership Styles

Instructional Unit: K. Differentiate and Analyze Various Leadership Styles

**Standard Alignments (Section 2)**

| Performance: 1.2, 1.4, 1.10, 2.1 |
| Knowledge: (CA) 6 (SS) 2,6 |
| NETS: 3a-d |

**Unit (Section 3)**

**Learning Target:**

- Delineate leadership styles of authoritarian, democratic, laissez-faire
- Explain the pros and cons of each leadership style
- Analyze how people with various leadership styles manage groups of people

**Instructional Strategies:**

**Student-led team building activities**

- The teacher will:
  - model how to lead a team builder
  - provide:
    - a clear scoring guide for collaborative discussion
    - sentence starters to assist students who are reluctant to participate in discussions
    - a model for a good discussion by conducting a fish-bowl activity or showing a video of a productive discussion
    - an example of a reflective writing to show as a model
    - a clear scoring guide of writing expectations for reflective writing.
- Students will:
  - select and facilitate team building activities
  - debrief in a collaborative discussion on how the team dynamics impacted the results of the team building activities
  - write a reflection explaining how the group dynamics impacted the results of the team building activity

**Shared reading on team dynamics**

- The teacher will provide:
  - instruction on active reading strategies
  - clear expectations and scoring guides for presentations on group dynamics

Board Approved 8-3-15
• Students will:
  • work in group to read about group dynamics
  • synthesize what they learned from reading to explain to the class how group dynamics work

Collaborative discussions
• The teacher will provide:
  • a clear scoring guide for collaborative discussion
  • sentence starters to assist students who are reluctant to participate in discussions
  • a model for a good discussion by conducting a fish-bowl activity or showing a video of a productive discussion
• Students will:
  • analyze hypothetical group compositions and discuss how the group dynamics will play out based upon the group composition
  • present findings and hypotheses to the class

Student presentations
• The teacher will:
  • provide clear expectations and scoring guide for presentation
  • model how an effective presentation should look
  • provide feedback for students as they prepare for and practice presentation
• Students will:
  • conduct research about how their personality type will interact in a group of diverse members
  • analyze strengths and weaknesses within a group
  • explain what type of personality type he/she works best and worst with
  • present findings in a creative and engaging way to the class
    • incorporate technology into the presentation

Assessments/Evaluations:

• Formative: Leadership style quiz
• Summative with scoring guides:
  • Written assessment (use literacy strand scoring guide for ELA)
  • Formal presentations with scoring guide

Sample Assessment Questions:

• Describe the authoritarian leadership style
• Explain which leadership style you feel is most effective and explain your reasoning
<table>
<thead>
<tr>
<th>Instructional Resources/Tools:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/iPads</td>
<td></td>
</tr>
<tr>
<td>• Google Classroom and other web-based</td>
<td></td>
</tr>
<tr>
<td>resources</td>
<td></td>
</tr>
<tr>
<td>• Email</td>
<td></td>
</tr>
<tr>
<td>• Apps purchased for student-use:</td>
<td></td>
</tr>
<tr>
<td>• Google Docs/Sheets/Slides/Drive</td>
<td></td>
</tr>
<tr>
<td>• iMovie</td>
<td></td>
</tr>
<tr>
<td>• Presentation tools of students</td>
<td></td>
</tr>
<tr>
<td>choosing</td>
<td></td>
</tr>
<tr>
<td>• Government textbook</td>
<td></td>
</tr>
<tr>
<td>• <em>Leadership Styles of Atilla the Hunn</em> by Wess Roberts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular Connections:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• ELA:</td>
<td></td>
</tr>
<tr>
<td>• Reading informational text to</td>
<td></td>
</tr>
<tr>
<td>research</td>
<td></td>
</tr>
<tr>
<td>• Presentations</td>
<td></td>
</tr>
<tr>
<td>• Social Studies: Leadership styles</td>
<td></td>
</tr>
</tbody>
</table>

**Depth of Knowledge (Section 5)**

DOK: 4