Curriculum: Introduction to Business

Curricular Unit: Business Essentials

Instructional Unit: A. Analyze Aspects of Business Financial Information

Standard Alignments (Section 2)

GLE/CLE: MACLE: R.2.C (English II-IV); MACLE: NO.2.D (Algebra I)
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

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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

Standard Alignments (Section 2)

GLE/CLE: CACLE: R.1.E (English II-IV)
CCSS: 9-10.W.7; 9-10.SL.4; 9-10.SL.5; RIGIT.6.K, L and O; AD.6.A (11th Gr.); CD.7.B
Performance: 1.4, 1.7, 2.1, 2.6, 2.7, 3.1-3.3, 4.1
Knowledge: (CA) 1,4-6 (FA) 1
NETS: 1; 2a,b,d; 3; 4a,b; 6

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

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- 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) 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

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DOK: 3

Curriculum: Introduction to Business

Curricular Unit: Business Essentials

Instructional Unit: C. Understanding Marketing's Impact on Business

Standard Alignments (Section 2)

GLE/CLE: CACLE: R.1.H (English I); ILCLE: ICTL.1.B CCSS: 9-10.W.7; 9-10.SL.2; 9-10.SL.4; 910.SL.5 Performance: 3.1, 3.8, 4.1 Knowledge: (CA) 5 (MA) 3,6 (SS) 4,6 NETS: 1a,b,d; 2; 4a,b; 5b,d; 6

Unit (Section 3)

Learning Target • Apply market research to identify the target market • Research basic pricing policies and the impact on business • Identify types of promotion and explain the effects on business • Present orally with appropriate media aides

Instructional Strategies
 	
• The teacher will:
  • lead a discussion on how to define a target market based on factors such as demographics and geography
  • 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
  • lead a discussion on pricing policies with examples of mark-up, one-price, demand oriented and competition oriented pricing
  • provide media resources for students to develop presentations
• Students will:
  • create a marketing advertisement with a target market in mind to promote a business concept using iPad and available technological resources
  • compare companies' web presence and use of social media to determine impact on business activities through investigation of online material and social media entities

Assessments/Evaluations:
 	
• Formative:
  • Differentiated teacher guidance/feedback
  • Peer editing
  • Business partner feedback

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- 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)

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

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?

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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

Standard Alignments (Section 2)

GLE/CLE: CACLE: R.1.I (Eng I-IV) CCSS: 9-10.W.7; 9-10.SL.1a Performance: 1.1, 1.2, 4.6 Knowledge: (CA) 6 (SS) 7 NETS: 3b

Unit (Section 3)

Learning Target: • Research components of an effective service-learning project • Provide an explanation of all the components of an effective service-learning project

Instructional Strategies:
 	
Collaborative exploration activity
• The teacher will:
  • model how to conduct inquiry research
  • provide question: "What makes an effective service-learning project?"
• 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:
  • Written assessment (use literacy strand scoring guide for ELA)
  • Formal presentations with scoring guide

Sample Assessment Questions: • Describe the components that make up an effective service-learning project.

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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)

GLE/CLE: TSSI.7.E, F (US History) CCSS: 9-10.SL.4 Performance: 4.5, 4.6 Knowledge: (CA) 6 (SS) 6 NETS: 6a,b

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.

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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

Standard Alignments (Section 2)

GLE/CLE: CACLE: LS.2.A CCSS: 9-10.SL.1a-d; 9-10.WHST.2a-f Performance: 2.1-2.3 Knowledge: (CA) 1,6 (SS) 6 NETS: 6a-b

Unit (Section 3)

Learning Target: • Analyze individual values, beliefs, and opinions to answer personality assessment questions • Reflect on personality assessment results to analyze how individual values, beliefs, and opinions affect the student personality type • Write about and discuss individual values, beliefs, and opinions and their impact on personality types

Instructional Strategies:
 	
• The teacher will:
   • instruct students on how to access the on-line quiz
   • model how to think about answering the questions on the on-line quiz
   • Reflective writing:
   • The teacher will provide a:
   • clear scoring guide for reflective writing expectations
   • model of strong and weak examples of reflective writing
• The students will:
   • utilize the scoring guide to understand the targets for the reflective writing
   • complete reflective writing assignment
   • create a personal mission statement
<u>Collaborative discussions</u>
• The teacher will:
   • provide:
   • a clear scoring guide for discussion expectations
   • sentence starters for students who might be reluctant to participate in group discussions
   • clear feedback to students for improvement
   • various opportunities to discuss so that students can receive formative feedback before being graded summatively

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- 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)
- 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

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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)

GLE/CLE: CACLE: R.1.H (English I-IV)
CCSS: 9-10.SL.1a-d; 9-10.SL.4; 9-10.SL.5
Performance: 2.3, 3.3, 3.6
Knowledge: (CA) 6 (SS) 6
NETS: 3b; 6a,b

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

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- 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:

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

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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 (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)

GLE/CLE: SSCLE: RIGIT.6.N (US History)
CCSS: 9-10.SL.4; 9-10.SL.5; 9-10.RH.1; 9-10.RH.2; 9-10.RH.3
Performance: 1.2, 1.4, 1.10, 2.1
Knowledge: (CA) 6 (SS) 2,6
NETS: 3

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

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Sample Assessment Questions:

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

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

Standard Alignments (Section 2)

GLE/CLE: CACLE: R.1.H (English I-IV)
CCSS: 9-10.SL.4: 9-10.SL.5; 9-10.RH.1; 9-10.RH.2; 9-10.RH.3
Performance: 1.2, 1.4, 1.10, 2.1
Knowledge: (CA) 6 (SS) 2,6
NETS: 3

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 expositive 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

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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)

GLE/CLE: CACLE: R.1.H (English I-IV); SSCLE: RIGIT.6.N (US History) CCSS: 9-10.SL.4; 9-10.SL.5; 9-10.RH.1; 9-10.RH.2; 9-10.RH.3; PPGS.2.C 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

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- 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

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
- Government textbook
- *Leadership Styles of Atilla the Hunn* by Wess Roberts

Cross Curricular Connections:

- ELA:
  - Reading informational text to research
  - Presentations
- Social Studies: Leadership styles

Depth of Knowledge (Section 5)

DOK: 4