School District of the City of St. Charles

Business, Marketing, and Information Technology/Computer Science

Approved by the Board of Education
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Business, Marketing, Information Technology/Computer Science Curriculum Committee (BMIT)

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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- ➢ High quality education for all students which includes:
    - Lifelong learning from early childhood through adult education
    - Rigorous learning experiences that challenge all students
    - Instruction that meets the needs of a diverse community
    - Respect for all
    - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
    - Developing caring, productive, and responsible citizens
    - Strong engagement of family and community
    - A safe, secure, and nurturing school environment
- ➢ Achievement through:
    - Celebration of individual success
    - Collaboration with parents and community stakeholders
    - Exploration, Innovation, and creativity
- ➢ High quality staff by:
    - Hiring and retaining highly qualified and invested employees
    - Providing professional development and collaboration focused on increasing student achievement
    - Empowering staff to use innovative resources and practices
- ➢ Informed decisions that are:
    - Student-centered
    - Focused on student achievement
    - Data Driven
    - Considerate of all points of view
    - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
   - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
   - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
   - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
   - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
   - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

Business, Marketing, Information Technology/ Computer Science

Subject Area Rationale

The rationale of the Business, Marketing, and Informational Technology/Computer Science Department is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career goals. Students will become aware of the critical role that technology will play in their future and will learn practical applications that may be used in all walks of life.

Program Goals

Students who exit the business/marketing, and or internship career education programs will be prepared for initial and continued employment. They will be able to make educational and career decisions, informed consumer choices and apply practical life skills. Students will be able to demonstrate mastery of essential outcomes through performance.

Students who exit the information technology/computer science program will use computer skills to solve problems that arise from everyday experiences. Students will be able to demonstrate, by performance, that they have mastered competencies as self-directed learners to meet the challenges of the future. Certification opportunities may also be available in some courses to further enhance future career goals.

Course Descriptions
(alphabetical order)

Accounting 1
- The basic principles of accounting will be studied and a variety of accounting careers will be explored. Accounting is designed to study a wide range of accounting records that are used by businesses; computerized applications will be used along with traditional recording methods to give the student an in-depth understanding of the accounting process. It will help the student, college-bound or non-college-bound, to be successful in personal and professional financial affairs. Practical Art 1 unit; prerequisite: None; grades 10-12

Accounting 2
- This is a two semester course emphasizing corporate accounting. Computerized procedures for journals, ledgers, financial statements and tax procedures will be used. This course will integrate accounting practices and related computer skills to prepare advanced students, both college-bound and vocational, for future employment. Practical Art 1 unit; prerequisite: Accounting 1 and teacher recommendation; grades 11-12

Broadcast Media
- This year-long course focuses on guiding students to use the same Multimedia technology found in top newsrooms while utilizing the digital-editing computer skills learned in previous computer classes. The students will work in production teams to plan and develop stories, gather footage, edit broadcast quality video, and deliver the news. The students will help create a school/campus newsroom facility for reporting events in their community via the school, Internet, cable TV and DVD/Blu-Ray. Practical Art 1 unit; prerequisite: Visual Design and Multimedia or concurrent and signature required for enrollment; grades 11-12

Business Applications
- Business Applications will build upon the computer skills established in the elementary and middle school Technology Curricula. Students will learn Microsoft Office and Google programs including Word, Excel, PowerPoint, Google Docs, Google Sheets, and Google Slides. In addition, this course will cover Gmail etiquette, communication skills, and students will be introduced to the Adobe software suite. This course will give all students the tools necessary to achieve success in today's technological world. (Meets computer course graduation requirement) Practical Art ½ unit; grades 9-12

Business Law
- Business Law is designed to introduce the student to subject matter including many legal principles, which are expressed in clear and understandable language. The student studies rights and duties of members in society, tort law (civil law), criminal law, and court systems. Students will also study concepts in contract law. Practical Art 1/2 unit; prerequisite: None; grades 10-12

Business Management
- This class is designed to introduce basic management principles and to acquaint the student with operating a business successfully. The student will study characteristics of business organization, social and ethical responsibilities of business, international environment, basic economic concepts, and various forms of business organization, effective business communication practices, management responsibilities, and human resource management. Practical Art 1/2 unit; prerequisite: None; grades 10-12

Co-op Career Education

- Cooperative Career Education (CCE) is a full year class for Juniors and Seniors who have, or are seeking a career goal or interest. Students will cover a wide range of topics including occupational research, how to find a job, money management, business applications, soft skills, effective communication skills, and the impacts of the global economy. CCE expands opportunities for all students and exposes them to a broad array of career opportunities, work philosophies, and work environments. Job shadowing is also a key unit which provides students opportunities to see the workplace in action. Practical Art 1 unit; Grades 11-12; Prerequisite: none

Co-op Career Education Internship

- Internship is a work experience program designed to put the business student in a paying job. In cooperation with the school and the employer, the student will apply his/her business knowledge as taught in the related business class. Students will work a minimum of 10 hours a week for each credit hour (2 credit maximum) at an approved business job. Practical Arts; 1-2 units; grade 11-12; Prerequisite: must be dual enrolled in the Cooperative Career Education class.

Digital Media (Adobe InDesign)

- This course prepares students for ACA (Adobe Certification Associate) in Print and Digital Media Publication. Adobe InDesign is an activity-based syllabus that teaches design and layout techniques for producing high quality documents for print and on-screen delivery. Each activity contains a small task within so students are learning and refining their skills as they complete each task. Each activity also contains student guides to use in order to learn the technical skills required to complete each task. (Meets computer course graduation requirement) Practical Art 1/2 unit; prerequisite: None; grades 10-12

Introduction to Business

- This is a study of basic business as applied in everyday living. Some of the units studied are our economic system, operation of businesses, marketing functions, entrepreneurship, using banking services, money management, credit and installment buying, planning careers, letters of application, resumes and interviews. Practical Art 1/2 unit; prerequisite: None; grades 9-10

Introduction to Technology

- Introduction to Technology is an introductory course designed to develop basic keyboarding techniques and improve keyboarding speed with learning important components of document formatting. Introduction to Technology students will implement keyboard skills using MicroType software, applying the management of files using Google drive, including email, and develop documents with Microsoft Office. (Meets computer course graduation requirement) Practical Art ½ unit; grades 9-12

Marketing 1

- This course emphasizes marketing principles and introduces students to marketing careers, one of the top career areas in the global economy. Topics covered include marketing, economics, careers, communications, selling, promotion, market planning, pricing, and marketing operations. Computer projects, presentations, and teamwork are an important part of this class. DECA, "An Association of Marketing Students," is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences, and competition on a district, state, and national level. Practical Art 1 unit; Prerequisite: none; grades 10-12

Marketing Internship
- Marketing Internship (11-12) is a work experience program designed to put the marketing education student in a paying marketing job. In cooperation with the school and the employer, the student will apply his/her marketing knowledge as taught in the related marketing class. Students will work a minimum of 10 hours a week for each credit hour (2 credit maximum) at an approved marketing job. The second year, students must have satisfactorily completed year 1 of Cooperative Marketing Education, have instructor's approval and be enrolled in a marketing or business class (as listed above). Students continue in paid marketing positions using the skills learned in the marketing class. Students work a minimum of 10 hours for each credit hour (2 credit maximum) at an approved marketing job with cooperation of their employers and the school. DECA, "An Association of Marketing Students," is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences, and competition on a district, state, and national level. Practical Art 1-2 units; 11-12; prerequisite: Must be dual enrolled in a Marketing/Business class. (Marketing 1, Business Management, Merchandising Lab, Sports and Entertainment, or Travel and Tourism.)

Merchandising Lab
- Retail Merchandising Lab gives the students an opportunity to handle a cash/credit operations, set-up displays, prepare advertisements, use the computer to keep accurate accounting records, select and order merchandise to sell in the store, as well as work with the public on a daily basis. Students must be honest, dependable, hardworking and creative. DECA, "An Association of Marketing Students," is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences, and competition on a district, state, and national level. Practical Art 1 unit; 11-12; prerequisite: Marketing 1, or approval of instructor or counselor to enroll.

Multimedia (Adobe Premiere Pro/After Effects)
- This course prepares students for the ACA (Adobe Certification Associate) Video Certification using Adobe Premiere Pro. This is an activity-based curriculum that teaches technical skills used for video production, editing, and effects. Students will complete a variety of related projects using various editing skills. Learn to create short films, public service announcements (PSAs), commercials, marketing campaigns and much more. Students will be introduced to working with special effects using Adobe After Effects. (Meets computer course graduation requirement) Practical Art 1/2 unit; prerequisite: None; grades 10-12

PLTW AP Computer Science A
- Computer Science A focuses on further developing computational-thinking skills through the medium of Android™ App development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java™ programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases.This course aligns with the AP SC A course and is open to students who have successfully completed the PLTW AP Computer Science Principles. Practical Art 1 unit; 10-12 Prerequisite: PLTW AP Computer Science Principles

PLTW Computer Science Essentials
- Students will learn the fundamentals of computer programming and build computational-thinking skills, then apply what they know to design solutions such as crowdsourcing apps for mobile devices using MIT App Inventor®. Students will also transfer the understanding of programming gained in App Inventor® to text-based programming in Python® and apply their knowledge to create algorithms for games of chance and strategy. This is the introductory Project Lead the Way (PLTW) course in the Computer Science pathway. (meets graduation requirements) Practical Art 1 unit; 9-12 Prerequisite: None

PLTW AP Computer Science Principles
- Using Python® as a primary tool, students explore and become inspired by career paths that utilize computing, discover tools that foster creativity and collaboration, and use what they've learned to tackle challenges. Students create apps for mobile devices, automate tasks in a variety of languages, find patterns in data, and interpret simulations. Students collaborate to create and present solutions that can improve people's lives. Practical Art 1 unit; 10-12 Prerequisite: PLTW Computer Science Essentials **OR** PLTW Introduction to Engineering Design.

Sports and Entertainment Marketing
- This course is designed to introduce the role of marketing applications in the sports and entertainment industries. Areas of study include: advertising, selling, pricing, distribution, communications, human relations, and product development. The marketing and management functions can be applied in amateur or professional sports or sporting events, entertainment or entertainment events, selling or renting of supplies and equipment (other than vehicles) used for recreational or sporting purposes, products and services related to hobbies or cultural events or businesses primarily engaged in satisfying the desire to make productive, or enjoyable use of leisure time. The course is project-based and will stress the importance of teamwork and the use of technology in order to complete assignments. DECA, "An Association of Marketing Students," is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences, and competition on a district, state, and national level.
  Practical Art 1/2 unit; Prerequisite: Either Marketing 1, or dual enrolled, or with teacher/counselor approval; grades 10-12

Travel and Tourism Marketing
- This course is designed to introduce the role of marketing applications in the travel and tourism industries. The program prepares individuals to manage travel-related enterprises and related convention and/or tour services. It includes instruction in travel agency management, tour arranging and planning, convention and event planning, travel industry operations and procedures, tourism marketing and promotion strategies, travel counseling, travel industry law, international and domestic operations, and travel and tourism policy. The course is project-based and will stress the importance of teamwork and the use of technology in order to complete assignments. DECA, "An Association of Marketing Students," is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences, and competition on a district, state, and national level.
  Practical Art 1/2 unit; Prerequisite: Either Marketing 1, or dual enrolled, or with teacher/counselor approval; grades 10-12

Visual Design (Adobe Photoshop)
- This course prepares students for ACA (Adobe Certification Associate) in visual design using Photoshop. This activity based curriculum teaches skills for image editing and illustration techniques. Learn how to manipulate photos, create graphical images, and design documents and files for use in today's technological world. Learn to create posters, flyers, banners. Students will be introduced to working with vector graphics using Adobe Illustrator as well. (Meets computer course graduation requirement) Practical Art 1/2 unit; prerequisite: None; grades 9-12

Web Design
- The Web Design course is a project-based course that teaches students how to use a variety of design software to organize, create and design their own web pages. Students will also learn some basic and advanced functions of the coding languages HTML and CSS. By the end of this course, students will be able to explain how web pages are developed, analyze and fix errors in existing websites, and create their very own multi-page websites. (Meets computer course graduation requirement) Practical Art 1/2 unit; prerequisite: None; grades 10-12

Enduring Understandings/Essential Learning Outcomes
(alphabetical order)

Accounting 1
- Accounting for a Service Business Organized as a Proprietorship
  - Accounting Equation
  - Debits and Credits
  - Journalizing Transactions
  - Posting to a General Ledger
  - Cash Control Systems
  - Worksheets
  - Financial Statements
  - Adjusting and Closing Entries
- Accounting for a Merchandising Business Organized as a Corporation
  - Journalizing Purchases and Cash Payments
  - Journalizing Sales and Cash Receipts
  - Posting to General and Subsidiary Ledgers
  - Preparing Payroll Records
  - Payroll Accounting, Taxes, and Reports
  - Distributing Dividends and Preparing a Worksheet for a Merchandising Business
  - Financial Statements for a Corporation
  - Recording Adjusting and Closing Entries for a Corporation

Accounting 2
- Accounting 1 Simulation
  - Accounting Concepts
  - Accounting Cycle
  - Cash Control
  - Payroll Procedures
- Accounting for Merchandising Business Organized as a Corporation - Adjustments and Valuations
  - Accounting for Uncollectible Accounts Receivable
  - Accounting for Plant Assets and Depreciation
  - Accounting for Inventory
  - Accounting for Notes and Interest
  - Accounting for Accrued Revenue and Expenses
  - End-of-Fiscal-Period Work for a Corporation
- Additional Accounting Procedures
  - Accounting for Partnerships
  - Recording International and Internet Sales

Broadcast Media
- News Story Preparation
  - Prepare news stories for broadcast, either as an individual, or as part of a team.
- Broadcast Roles
  - Prepare for broadcast as a member of a team.
- Prepare Digital Files for News Stories
  - Record/Design digital files to be used in News Story.
- Editing Video
  - Perform a variety of editing techniques for broadcast.
- Publish Video
  - Export video for a variety of media platforms.

Business Applications
- Software Applications
    - Word Processing
    - Spreadsheets
    - Presentations
- Google Software
    - Docs
    - Sheets
    - Slides
    - Gmail
- Image Editing
    - Photoshop

Business Law
- Court Systems and Trial Procedures
    - State system
    - Federal system
    - Criminal procedures
    - Civil procedures
- Criminal Law
    - Crimes against people
    - Crimes against property
    - Crimes against government
- Tort Law
    - Money
    - Specific performance
    - Injunction
- Contract Law
    - Offer
    - Acceptance
    - Capacity
    - Consideration
    - Legality

Business Management
- Social and Ethical Responsibilities
    - Human Resources
    - Changing American Values
    - Sustainability Issues
    - Business Ethics
    - Social Responsibility
- International Business
    - GDP
    - Barriers of Trade
    - World Organizations
- Legal Aspects of Business
    - Monopolies
    - Patents
    - Copyrights
    - Trademarks
- Organizational Communications
    - Verbal
    - Written
    - Non-verbal
    - Listening
    - Electronic

- Management Functions
  - Planning
  - Organizing
  - Implementing
  - Controlling

Co-op Career Education
- Self-Assessment
  - Exploring the world of work
  - Understanding workplace and career trends
  - Discover personal traits and decision making procedures
  - Setting lifestyle goals
- Exploring Careers
  - Exploring careers and what to research
  - Understanding entrepreneurship and forms of business ownership
  - Conducting a job shadow
  - Developing an individual career plan
- Finding a Job
  - Finding and applying for a job
  - How to prepare for and succeed in the interview process
- Joining the Workforce
  - Workplace ethics and developing a positive attitude
  - Workplace health and safety
  - How to prepare for your first day on the job
  - What you can expect from your employer
  - Desirable employee qualities
- Life Skills
  - Economics and the consumer
  - Managing your money
  - Banking and Credit
  - Buying insurance
- Technology in the Workplace
  - Technology skills for today's society

Co-op Career Education Internship
- Interviews and attains employment
  - Seeking employment
- Interviewing
  - Maintains employment
- Works consistently
  - Works required hours
  - Works 150 hours a semester per released hour from school
- Document and understands pay stubs
  - Document pay stub information using spreadsheet program
- Individual Management Plan (IMP)
  - Complete IMP paperwork
- Employer Evaluation
  - Using evaluation information for job improvement

Digital Media (Adobe InDesign)
- Adobe InDesign
  - Working in the Design Industry
  - Project Setup and Interface
  - Organizing Documents
  - Creating and Modifying Visual Elements
  - Publishing Digital Media

Introduction to Business
- Global Environment
  - Economic Decisions and Systems
  - Economic Activity
  - International Business
- Organization and Management
  - Business Organization
  - Marketing
  - Business and Technology

Introduction to Technology
- Keyboarding Technology
  - Keyboarding Technique
  - Keyboarding Accuracy
  - Keyboarding Speed
- File Management
  - NetworkFiles
  - Google Drive
- Document Formatting
  - Business Letters
  - MLA Reports
  - Tables
- Email Skills
  - Composition
  - Attachments
  - Sending/Receiving

Marketing 1
- Careers
  - Traits of successful employees
  - Marketing occupational objective
  - Resume
  - Mock interview
  - Electronic media/communications
  - Business letters
- Marketing Basics
  - Marketing mix
  - Marketing strategies
  - SWOT analysis
  - Target markets
  - Segmenting markets
- Product Service Management
  - Product positioning
  - Branding, packaging, and labeling
  - Stages of product life cycle
- Price
  - Factors affecting price
  - Pricing strategies
  - Pricing objectives
- Place/Distribution
  - Concepts of distribution
  - Channels of distribution
  - Inventory control systems
- Promotion

- Promotional activities
- Promotional mix
- Visual merchandising
- Advertising media
- Promotional campaign
- Sales
  - Selling process
  - Plan and conduct a sales presentation
  - Customer relationship management
  - Specialized selling techniques
- DECA
  - Professional development
  - DECA Role-plays
  - DECA competition

Marketing Internship
- Interviews and attains employment
  - Seeking employment
  - Interviewing
- Maintains employment
  - Works consistently
- Works required hours
  - Works 150 hours a semester per released hour from school
- Document and understands pay stubs
  - Document pay stub information using spreadsheet program
- Individual Management Plan (IMP)
  - Complete IMP paperwork
- Employer Evaluation
  - Using evaluation information for job improvement

Merchandising Lab
- Merchandising and Retailing
  - Create a profitable store
  - Merchandising food/beverages and merchandise to students/customers
- Operations
  - Proper operating procedures
- Accounting Records
  - Relate accounting records to management decisions in retail operations
- Selling and Promotions
  - Selling and Promoting
  - Customer relations and repeat business

Multimedia (Adobe Premiere Pro/After Effects)
- Adobe Premiere Pro
  - Working in the Video Industry
  - Project Setup and Interface
  - Organizing Video Projects
  - Creating and Modifying Visual Elements
  - Publishing Digital Media
- Adobe After Effects
  - Working in the Visual Effects and Motion Graphics Industry
  - Project Setup and Interface
  - Organizing Video Projects
  - Creating and Modifying Visual Elements
  - Publishing Digital Media

PLTW AP Computer Science A

- Primitive Types
  - Why program?
  - Variables and Data Types
  - Expressions and Assignments
  - Compound Assessment Operators
  - Casting and Variable Ranges
- Using Objects
  - Instances of Classes
  - Creating and Storing Objects
  - Calling Void
  - Calling Non-Void Methods
  - Strings and String Methods
  - Wrapper Classes
  - Using the Math Class
- Boolean Expressions and If Statements
  - Boolean Expressions
  - If statements and flow control
  - If-else statements
  - Compound Boolean Expressions
  - Equivalent Booleans
  - Comparing objects
- Iteration
  - While Loops
  - For Loops
  - Developing Algorithms
  - Nested Iteration
  - Code Analysis
- Writing a Class
  - Anatomy of a Class
  - Constructors
  - Comment Documentation
  - Accessor and Mutator Methods
  - Writing Methods
  - Static Variables and Methods
  - Data Scope and Access
  - "this" Keyword
  - Ethical and Social Implications
- Arrays
  - Creating and accessing Arrays
  - Transversing Arrays
  - Enhanced for Loops
  - Array Algorithm
- Array List
  - Introduction to ArrayLists and its methods
  - Transversing Arrays
  - Developing ArrayList algorithms
  - Searching and sorting ArrayLists
  - Ethical issues regarding data collection
- 2D Arrays
  - 2D Arrays
  - Transversing 2D Arrays
- Inheritance
  - Creating Super and subclasses
  - Subclass constructors
  - Overwriting Methods
  - "super" keyword

- - Creating hierarchies and references
    - Polymorphism
    - Object Superclass
  - Recursion
    - Recursion
    - Recursive searching and sorting

PLTW Computer Science Essentials
- Electronic Data
  - Variables and Data Structures
  - Operators (arithmetic, logical)
- Controlling Program Flow
  - Algorithms
  - Conditionals
  - Loops, iteration
- Creative Problem-Solving
  - Abstraction (both procedural and language_
  - Problem decomposition
  - Iterative design
- Collaborative Problem Solving
  - User-centered design
  - Pari and scrum programming
- "Soft Skills" (Social Computing)
  - Computers and society
  - Professional conduct
  - Presenting projects

PLTW AP Computer Science Principles
- Creativity
  - Creative development can be an essential process for creating computation artifacts.
  - Computing enables people to use creative development processes to create computational artifacts for creative expression or to solve a problem.
  - Computing can extend traditional forms of human expression and experience.
- Abstraction
  - A variety of abstractions built on binary expressions and built on binary sequences can be used to represent all digital data.
  - Multiple levels of abstraction are used to write programs or create other computational artifacts.
  - Models and simulations use abstraction to generate new understandings and knowledge.
- Data and Information
  - People use computer programs to process information and gain insight and knowledge.
  - Computing facilitates exploration and the discovery of connections of information.
  - There are trade-offs when representing information as digital data.

Sports and Entertainment Marketing
- Channel Management
  - Use of direct/indirect channel members
  - Proper use of multiple channels
- Finance and Risk Management
  - Non-price competition
  - Revenue sources
  - Risk management
- Human Relations and Career Readiness
  - Community impact
  - Career opportunities
  - Knowledge and marketability
- Market Research
  - Conducting marketing research

- - Steps in research process
    - Primary and secondary research
- Product and Service Management
    - Image
    - Unethical practices
- Selling and Promotion
    - Sports and Entertainment Promotion
    - Selling Sports and Entertainment
- Sponsorships and Endorsements
    - Sports and Entertainment Sponsorship Plan
    - Endorsements
    - Effectiveness of sponsorships and endorsements
- Sports and Entertainment Marketing Foundations
    - Sports and Entertainment Legal Issues
    - Marketing Basics
    - Global Sports and Entertainment Trends
    - Market Conditions

Travel and Tourism Marketing

- Introduction to Travel and Tourism
    - Travel and Tourism industry
    - Careers in Travel and Tourism industry
    - Economic impact of Travel and Tourism on different economies
    - Soft Skills
- Travel and Tourism Marketing Process
    - Lifetime value of a Customer and Loyalty
    - Service Characteristics of Travel and Tourism Mktg
    - Conducting a SWOT and PEST analysis
    - Marketing Mix
    - Promotional Plan
    - Market Niches
- Operations and Procedures
    - Safety and security
    - Managing risk
    - Pricing factors and considerations
    - Revenue management
    - Destination marketing

Visual Design (Adobe Photoshop)

- Adobe Photoshop
    - Working in the Design Industry
- Adobe Illustrator
    - Project Setup and Interface
- Adobe Acrobat
    - Organize documents
    - Creating and modifying visual elements
    - Publishing digital media

Web Design

- HTML
    - Working with code to create and modify content
- Dreamweaver
    - Working in the Web Industry
    - Project Setup and Interface
    - Organizing Content on a Page
    - Working with Code to Create and Modify Content
    - Publishing Digital Media

ACCOUNTING 1
Course Overview

Grade level(s): 10-12	Credits earned: ½ per semester; 1 full credit for year
Course Rationale	**Course Description**
Accounting 1 will provide students an excellent foundation on which to build the skills and knowledge base necessary to carry through their adult life, whether you earn your living as a chef, lawyer, or an artist.	Accounting is designed to study a wide range of accounting records that are used by businesses; computerized applications will be used along with traditional recording methods to give the student an in-depth understanding of the accounting process. It will help the student, college-bound or non-college-bound, to be successful in personal and professional financial affairs.

Transfer Goals/Big Ideas

Students will be able to independently use their learning to understand…
- *Accounting for a service business organized as a proprietorship.*
- *Accounting for a merchandising business organized as a corporation.*

Priority Missouri Learning Standards/National Standards

MLS Accounting - Accounting Concepts 1-10
MLS Accounting - Accounting Cycle 1-20
MLS Accounting - Cash Control 1-14
MLS Accounting - Payroll Procedure 1-14

	Unit 1: Accounting for a Service Business Organized as a Proprietorship *Desired Results*

Standards	**Transfer Goal(s) /Big Ideas**	
MLS Accounting - Accounting Concepts 1-10 MLS Accounting - Accounting Cycle 1-20 MLS Accounting - Cash Control 1-14 MLS Accounting - Payroll Procedure 1-14	Accounting for a service business organized as a proprietorship.	
	Enduring Understandings	**Essential Questions**
	Students will understand … *Accounting Equation* *Debits and Credits* *Journalizing Transactions* *Posting to a General Ledger* *Cash Control Systems* *Worksheets* *Financial Statements* *Adjusting and Closing Entries*	*Students will consider…* *How are accounts classified as assets, liabilities, or owner's equity? How do transactions affect the accounts in the accounting equation? What steps are used to analyze transactions into debit and credit parts? How are transactions journalized? How are journals proved and ruled? What steps are used when posting from the journal to the General Ledger? How do checking accounts and petty cash funds get managed? What are the steps used to create a worksheet? How are financial statements created and how are they used by management? What steps are used to create adjusting entries and closing entries*

Learning Targets
Students will… ● **Students will be able to define terms and identify concepts related to starting a service business organized as a proprietorship and to changes that affect the accounting equation.**

- **Students will be able to classify accounts as assets, liabilities, or owner's equity and demonstrate their relationships in the accounting equation.**
- **Students will be able to analyze how transactions affect accounts in an accounting equation.**
- **Students will be able to define terms and identify concepts related to analyzing transactions into debit and credit parts.**
- **Students will be able to define terms and identify concepts related to journalizing transactions.**
- **Students will be able to prove and rule a five-column journal and prove cash.**
- **Students will be able to define terms and identify concepts related to posting from a journal to a general ledger.**
- **Students will be able to define terms and identify concepts related to using a checking account and a petty cash fund.**
- **Students will be able to define terms and identify concepts related to a worksheet for a service business organized as a proprietorship.**
- **Students will be able to define terms and identify concepts related to financial statements for a service business organized as a proprietorship.**
- **Students will be able to define terms and identify concepts related to adjusting entries for a service business organized as a proprietorship.**
- **Students will be able to define terms and identify concepts related to a Post-Closing Trial Balance for a service business organized as a proprietorship.**

Unit Duration:
1 semester

Unit 2: Accounting for a Merchandising Business Organized as a Corporation
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
MLS Accounting - Accounting Concepts 1-10 MLS Accounting - Accounting Cycle 1-20 MLS Accounting - Cash Control 1-14 MLS Accounting - Payroll Procedure 1-14	Accounting for a merchandising business organized as a corporation.	
	Enduring Understandings	**Essential Questions**

	Students will understand …
	
	Journalizing Purchases and Cash Payments
	Journalizing Sales and Cash Receipts
	Posting to General and Subsidiary Ledgers
	Preparing Payroll Records
	Payroll Accounting, Taxes, and Reports
	Distributing Dividends and Preparing a
	  Worksheet for a Merchandising Business
	Financial Statements for a Corporation
	Recording Adjusting and Closing Entries
	  for a Corporation
		Students will consider…
		
		What steps are used to record purchases and cash payments for a merchandising business?
		How do you prepare a petty cash report and journalize the reimbursement?
		What steps are used to record sales and cash receipts for a merchandising business?
		What steps are used when posting from the journals to the ledgers?
		What steps are used to journalize and post correcting entries?
		How are payroll records recorded?
		How are payroll records, taxes, and reports recorded?
		How do we account for distributed dividends?
		What steps are used to prepare a worksheet for a merchandising business?
		How are the adjustments recorded on the worksheet?
		How are the financial statements for a merchandising business prepared?
		What steps are used to create adjusting entries and closing entries for a merchandising business?
		How is a post-closing trial balance prepared?

Learning Targets
Students will… ● **Students will be able to define terms and identify concepts related to purchases and cash payments for a merchandising business.** ● **Students will be able to prepare a petty cash report and journalize the reimbursement of the petty cash fund.** ● **Students will be able to define terms and identify concepts related to sales and cash receipts for a merchandising business.** ● **Students will be able to define terms and identify concepts related to posting to ledgers.** ● **Students will be able to journalize and post correcting entries affecting customer accounts.** ● **Students will be able to define terms and identify concepts related to payroll records.**
Unit Duration:
1 semester

Rubric/Scoring	Assessment
Starting a Proprietorship: Changes That Affect the Accounting Equation	- Compare and contrast the types of transactions that increase and decrease owner's equity - Give examples of service businesses - Define proprietorships - Identify what must be done if a transaction increases the left side of the accounting equation - Recognize how a transaction can affect only one side of the accounting equation - Define the phrase "on account" - Explain how owner's equity is affected when cash is received from sales - Explain how owner's equity is affected when services are sold on account - Explain how owner's equity is affected when cash is paid for expenses - Draw the accounting equation on a T account - Understand the rules that regulates increases and decreases of account balances - State the four questions used to analyze a transaction - Identify what two accounts are affected when a business pays cash for supplies - Identify what two accounts are affected when a business receives cash from sales - Identify what two accounts are affected when services are sold on account - Identify what two accounts are affected when a business pays cash to the owner for personal use - Recognize whether revenue accounts and expense accounts are increased on the debit or credit side - Determine the order that transactions are recorded in a journal - Understand why source documents are important - List the four parts of a journal entry - Identify which journal columns are used to record paying cash for insurance - Identify which columns are used to record buying supplies on account - Identify which columns are used to record paying cash on account - Identify which columns are used to record receiving cash from sales - Identify which columns are used to record sales on account - Identify which columns are used to record paying cash for an expense - Identify which columns are used to record receiving cash on account - Identify which columns are used to record paying cash to the owner for personal use

| | List the three steps for proving a journal State the formula for proving cash List the five steps to rule a journal at the end of a month Describe the two parts of an account number List the two steps for opening an account List the five steps of posting from the general columns of a journal to the general ledger Understand why the General Debit and General Credit column totals are not posted Understand why the Special Amount column totals are posted as totals Understand under what conditions will an account balance be a debit or a credit List the three types of endorsements List the steps for preparing a check stub List the steps for preparing a check List four reasons why a depositor's records and a bank's records may differ List six reasons why a bank may dishonor a check Identify what account is credited when electronic funds transfer is used to pay cash on account Identify what account is credited when a debit card is used to purchase supplies Understand why businesses use petty cash funds Understand how to record replenishing petty cash Identify what is written on the heading of a worksheet Recognize what general ledger accounts are listed in the Trial Balance columns of a worksheet Explain how the concept of Matching Expenses with Revenue relates to adjustments List the four questions asked in analyzing an adjustment on a worksheet Determine whether accounts are extended into the Balance Sheet columns or the Income Statement columns of a worksheet Determine where to record net income or net loss in the Balance Sheet columns of a worksheet List the four sections of an income statement Calculate the formula for the total expenses component percentage Calculate the formula for the net income component percentage List the four sections of a balance sheet Calculate the formula for current capital Identify the difference between temporary and permanent accounts Close all temporary accounts to the Income Summary account Close the income summary account into the capital account Recognize that the ending balances of permanent accounts for one fiscal period become the beginning balances for the next fiscal period |

Accounting for a Merchandising Business Organized as a Corporation	- Understand why the account balances for the temporary accounts must be reduced to zero at the end of the fiscal period - List the four closing entries - List the accounts that are included on the post-closing trial balance - Identify what kinds of transactions are recorded in a purchases journal - Explain what special amount columns in a journal are used for - Understand why vendors offer cash discounts - Recognize the difference between buying supplies and purchasing merchandise - Journalize the cash payment to replenish petty cash - Identify the usual balance of the Cash Short and Over account - Prepare a Petty Cash Report - Recognize how a merchandising business differs from a service business - Explain why sales tax collected is considered a liability - Understand what is recorded in the Accounts Receivable account - Recognize the difference between a sales return and a sales allowance - Identify the relationship between a controlling account and a subsidiary ledger - Identify which columns in the cash payments journal are posted individually to the accounts payable ledger - Identify which columns in the cash receipts journal are posted individually to the accounts receivable ledger - List the accounts included on the schedule of accounts payable - List the accounts included on the schedule of accounts receivable - Identify the source document used for a correcting entry affecting customer accounts - Recognize how a correcting entry affecting customer accounts impacts the general ledger accounts - Distinguish the difference between posting a correcting entry affecting customer accounts and how that differs from recording other general journal entries that impact subsidiary accounts. - Prepare and analyze a payroll time card - Calculate overtime hours - Determine payroll tax withholding - Complete a payroll register for the employees - Read and complete an Earnings Record - Prepare payroll checks

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
3 weeks	**Starting a Proprietorship: Changes That Affect the Accounting Equation**	**Cengage - Century 21 Accounting - Multicolumn Journal - 11e**	● Students will be able to define terms and identify concepts related to starting a service business organized as a proprietorship and to changes that affect the accounting equation. ● Students will be able to classify accounts as assets, liabilities, or owner's equity and demonstrate their relationships in the accounting equation. ● Students will be able to analyze how transactions affect accounts in an accounting equation. ● Students will be able to define terms and identify concepts related to analyzing transactions into debit and credit parts. ● Students will be able to define terms and identify concepts related to journalizing transactions. ● Students will be able to prove and rule a five-column journal and prove cash. ● Students will be able to define terms and identify concepts related to posting from a journal to a general ledger. ● Students will be able to define terms and identify concepts related to using a checking account and a petty cash fund.	● Compare and contrast the types of transactions that increase and decrease owner's equity ● Give examples of service businesses ● Define proprietorships ● Identify what must be done if a transaction increases the left side of the accounting equation ● Recognize how a transaction can affect only one side of the accounting equation ● Define the phrase "on account" ● Explain how owner's equity is affected when cash is received from sales ● Explain how owner's equity is affected when services are sold on account ● Explain how owner's equity is affected when cash is paid for expenses ● Draw the accounting equation on a T account ● Understand the rules that regulates increases and decreases of account balances ● State the four questions used to analyze a transaction
2 weeks	**Analyzing Transactions into Debit and Credit Parts**			
3 weeks	**Journalizing Transactions**			
2 weeks	**Posting to a General Ledger**			
2 weeks	**Cash Control Systems**			
2 weeks	**Worksheet for a Service Business**			

2 weeks	**Financial Statements for a Proprietorship**		● Students will be able to define terms and identify concepts related to a worksheet for a service business organized as a proprietorship. ● Students will be able to define terms and identify concepts related to financial statements for a service business organized as a proprietorship. ● Students will be able to define terms and identify concepts related to adjusting entries for a service business organized as a proprietorship. ● Students will be able to define terms and identify concepts related to a Post-Closing Trial Balance for a service business organized as a proprietorship.	● Identify what two accounts are affected when a business pays cash for supplies ● Identify what two accounts are affected when a business receives cash from sales ● Identify what two accounts are affected when services are sold on account ● Identify what two accounts are affected when a business pays cash to the owner for personal use ● Recognize whether revenue accounts and expense accounts are increased on the debit or credit side ● Determine the order that transactions are recorded in a journal ● Understand why source documents are important ● List the four parts of a journal entry ● Identify which journal columns are used to record paying cash for insurance ● Identify which columns are used to record buying supplies on account ● Identify which columns are used to record paying cash on account ● Identify which columns are used to record receiving cash from sales ● Identify which columns are used to record sales on account ● Identify which columns are used to record paying cash for an expense ● Identify which columns are used to record receiving cash on account
2 weeks	**Recording Adjusting and Closing Entries for a Service Business**			

				- Identify which columns are used to record paying cash to the owner for personal use - List the three steps for proving a journal - State the formula for proving cash - List the five steps to rule a journal at the end of a month - Describe the two parts of an account number - List the two steps for opening an account - List the five steps of posting from the general columns of a journal to the general ledger - Understand why the General Debit and General Credit column totals are not posted - Understand why the Special Amount column totals are posted as totals - Understand under what conditions will an account balance be a debit or a credit - List the three types of endorsements - List the steps for preparing a check stub - List the steps for preparing a check - List four reasons why a depositor's records and a bank's records may differ - List six reasons why a bank may dishonor a check - Identify what account is credited when electronic funds transfer is used to pay cash on account

				- Identify what account is credited when a debit card is used to purchase supplies - Understand why businesses use petty cash funds - Understand how to record replenishing petty cash - Identify what is written on the heading of a worksheet - Recognize what general ledger accounts are listed in the Trial Balance columns of a worksheet - Explain how the concept of Matching Expenses with Revenue relates to adjustments - List the four questions asked in analyzing an adjustment on a worksheet - Determine whether accounts are extended into the Balance Sheet columns or the Income Statement columns of a worksheet - Determine where to record net income or net loss in the Balance Sheet columns of a worksheet - List the four sections of an income statement - Calculate the formula for the total expenses component percentage - Calculate the formula for the net income component percentage - List the four sections of a balance sheet - Calculate the formula for current capital

				• Identify the difference between temporary and permanent accounts • Close all temporary accounts to the Income Summary account • Close the income summary account into the capital account • Recognize that the ending balances of permanent accounts for one fiscal period become the beginning balances for the next fiscal period • Understand why the account balances for the temporary accounts must be reduced to zero at the end of the fiscal period • List the four closing entries • List the accounts that are included on the post-closing trial balance
3 weeks	**Journalizing Purchases and Cash Payments**		• Students will be able to define terms and identify concepts related to purchases and cash payments for a merchandising business. • Students will be able to prepare a petty cash report and journalize the reimbursement of the petty cash fund. • Students will be able to define terms and identify concepts related to sales and cash receipts for a merchandising business. • Students will be able to define terms and identify concepts related to posting to ledgers.	• Identify what kinds of transactions are recorded in a purchases journal • Explain what special amount columns in a journal are used for • Understand why vendors offer cash discounts • Recognize the difference between buying supplies and purchasing merchandise • Journalize the cash payment to replenish petty cash • Identify the usual balance of the Cash Short and Over account • Prepare a Petty Cash Report
2 weeks	**Journalizing Sales and Cash Receipts**			
2 weeks	**Posting to General and Subsidiary Ledgers**			

2 weeks	**Preparing Payroll Records**		● Students will be able to journalize and post correcting entries affecting customer accounts. ● Students will be able to define terms and identify concepts related to payroll records.	● Recognize how a merchandising business differs from a service business ● Explain why sales tax collected is considered a liability ● Understand what is recorded in the Accounts Receivable account
2 weeks	**Payroll Accounting, Taxes, and Reports**			● Recognize the difference between a sales return and a sales allowance ● Identify the relationship between a controlling account and a subsidiary ledger
3 weeks	**Distributing Dividends and Preparing a Worksheet for a Merchandising Business**			● Identify which columns in the cash payments journal are posted individually to the accounts payable ledger ● Identify which columns in the cash receipts journal are posted individually to the accounts receivable ledger
2 weeks	**Financial Statements for a Corporation**			● List the accounts included on the schedule of accounts payable ● List the accounts included on the schedule of accounts receivable ● Identify the source document used for a correcting entry affecting customer accounts
2 weeks	**Recording Adjusting and Closing Entries for a Corporation**			● Recognize how a correcting entry affecting customer accounts impacts the general ledger accounts ● Distinguish the difference between posting a correcting entry affecting customer accounts and how that differs from recording other general

				journal entries that impact subsidiary accounts.
				- Prepare and analyze a payroll time card - Calculate overtime hours - Determine payroll tax withholding - Complete a payroll register for the employees - Read and complete an Earnings Record - Prepare payroll checks - Analyze and journalize payment of a payroll - Record and journalize employer payroll taxes - Reporting and paying withholding and payroll taxes - Declaring and paying a dividend - Recording a trial balance on a worksheet - Planning and recording adjustments - Complete the eight-column worksheet - Complete an income statement with a cost of merchandise sold section - Analyze an income statement showing a net loss or net income - Prepare a statement of stockholders' equity - Prepare a balance sheet for a corporation - Record adjusting entries for the corporation - Record closing entries for the corporation - List the accounts in order that belong on a post-closing trial balance - Understand the purpose of preparing a post-closing trial balance

	Course: Accounting 1	
	Strand: Accounting for a Service Business Organized as a Proprietorship	
	Topic: Starting a Proprietorship: Changes That Affect the Accounting Equation	
	1. Objective: Students will be able to define terms and identify concepts related to starting a service business organized as a proprietorship and to changes that affect the accounting equation.	

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Analyze the effects of transactions on the accounting equation**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Compare and contrast the types of transactions that increase and decrease owner's equity** ● **Give examples of service businesses** ● **Define proprietorships**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to starting a service business organized as a proprietorship and to changes that affect the accounting equation.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors:** ● **Compare and contrast the types of transactions that increase and decrease owner's equity** ● **Give examples of service businesses** ● **Define proprietorships**
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Accounting 1	
Strand: Accounting for a Service Business Organized as a Proprietorship	
Topic: Starting a Proprietorship: Changes That Affect the Accounting Equation	

2. Objective: Students will be able to classify accounts as assets, liabilities, or owner's equity and demonstrate their relationships in the accounting equation.

Score	4.0. Knowledge and inferences or applications beyond what was taught.	Sample Tasks
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	*4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to*: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to classify accounts as assets, liabilities, or owner's equity and demonstrate their relationships in the accounting equation.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Identify what must be done if a transaction increases the left side of the accounting equation** ● **Recognize how a transaction can affect only one side of the accounting equation** ● **Define the phrase "on account"**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students show the ability to classify accounts as assets, liabilities, or owner's equity and demonstrate their relationships in the accounting equation but does with errors.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors:** ● **Identify what must be done if a transaction increases the left side of the accounting equation** ● **Recognize how a transaction can affect only one side of the accounting equation** ● **Define the phrase "on account"**
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

<table>
<tr><td colspan="4" align="center">Course: Accounting 1</td></tr>
<tr><td colspan="4" align="center">Strand: Accounting for a Service Business Organized as a Proprietorship</td></tr>
<tr><td colspan="4" align="center">Topic: Starting a Proprietorship: Changes That Affect the Accounting Equation</td></tr>
<tr><td colspan="4" align="center">3. Objective: Students will be able to analyze how transactions affect accounts in an accounting equation.</td></tr>
<tr>
<td>Score 4.0</td>
<td colspan="2">4.0. Knowledge and inferences or applications beyond what was taught.</td>
<td>Sample Tasks</td>
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<td>4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:
The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.</td>
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<td>3.5</td>
<td>In addition to score 3.0 performance, in-depth inferences and applications with partial success.</td>
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<tr>
<td>Score 3.0</td>
<td colspan="2">No major errors or gaps in the following TARGETED, COMPLEX ideas and processes
Students will be able to analyze how transactions affect accounts in an accounting equation.</td>
<td>ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:
Student will be able to:
Explain how owner's equity is affected when cash is received from sales
Explain how owner's equity is affected when services are sold on account
Explain how owner's equity is affected when cash is paid for expenses</td>
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<td>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content</td>
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<td>Score 2.0</td>
<td colspan="2">No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes
Student inconsistently shows the ability to analyze how transactions affect accounts in an accounting equation.</td>
<td>2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:
Student will be able to with some errors:
Explain how owner's equity is affected when cash is received from sales
Explain how owner's equity is affected when services are sold on account
Explain how owner's equity is affected when cash is paid for expenses</td>
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<td>1.5</td>
<td>Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content</td>
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<td colspan="2">With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</td>
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<td>Score 0.0</td>
<td colspan="2">Even with help, no understanding or skill demonstrated.</td>
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Course: Accounting 1		
Strand: Accounting for a Service Business Organized as a Proprietorship		
Topic: Analyzing Transactions into Debit and Credit Parts		
4. Objective: Students will be able to define terms and identify concepts related to analyzing transactions into debit and credit parts.		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to analyze transactions for operating a business into debit and credit parts.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Draw the accounting equation on a T account** ● **Understand the rules that regulates increases and decreases of account balances** ● **State the four questions used to analyze a transaction** ● **Identify what two accounts are affected when a business pays cash for supplies** ● **Identify what two accounts are affected when a business receives cash from sales** ● **Identify what two accounts are affected when services are sold on account** ● **Identify what two accounts are affected when a business pays cash to the owner for personal use** ● **Recognize whether revenue accounts and expense accounts are increased on the debit or credit side**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to analyzing transactions into debit and credit parts.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **Lacks in one or more of the assessment items listed as a 3.0.**
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Accounting 1
Strand: Accounting for a Service Business Organized as a Proprietorship
Topic: Journalizing Transactions
5. Objective: Students will be able to define terms and identify concepts related to journalizing transactions.

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: • **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* • **Analyze and record various business transactions with few errors**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** • **Determine the order that transactions are recorded in a journal** • **Understand why source documents are important** • **List the four parts of a journal entry** • **Identify which journal columns are used to record paying cash for insurance** • **Identify which columns are used to record buying supplies on account** • **Identify which columns are used to record paying cash on account** • **Identify which columns are used to record receiving cash from sales** • **Identify which columns are used to record sales on account** • **Identify which columns are used to record paying cash for an expense** • **Identify which columns are used to record receiving cash on account** • **Identify which columns are used to record paying cash to the owner for personal use**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* • **Students will be able to define terms and identify concepts related to journalizing transactions.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors:** • **Determine the order that transactions are recorded in a journal** • **Understand why source documents are important** • **List the four parts of a journal entry** • **Identify which journal columns are used to record paying cash for insurance** • **Identify which columns are used to record buying supplies on account** • **Identify which columns are used to record paying cash on account**

			● **Identify which columns are used to record receiving cash from sales** ● **Identify which columns are used to record sales on account** ● **Identify which columns are used to record paying cash for an expense** ● **Identify which columns are used to record receiving cash on account** ● **Identify which columns are used to record paying cash to the owner for personal use**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

	Course: Accounting 1	
	Strand: Accounting for a Service Business Organized as a Proprietorship	
	Topic: Journalizing Transactions	
	6. Objective: Students will be able to prove and rule a five-column journal and prove cash.	
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to prove and rule a five-column journal and prove cash.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **List the three steps for proving a journal** ● **State the formula for proving cash** ● **List the five steps to rule a journal at the end of a month**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Student shows the ability to prove and rule a five-column journal and prove cash with few errors.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors:** ● **List the three steps for proving a journal** ● **State the formula for proving cash** ● **List the five steps to rule a journal at the end of a month**
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Accounting 1		
Strand: Accounting for a Service Business Organized as a Proprietorship		
Topic: Posting to a General Ledger		
7. Objective: Students will be able to define terms and identify concepts related to posting from a journal to a general ledger.		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to post individual and total amounts from a journal to a ledger.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Describe the two parts of an account number** ● **List the two steps for opening an account** ● **List the five steps of posting from the general columns of a journal to the general ledger** ● **Understand why the General Debit and General Credit column totals are not posted** ● **Understand why the Special Amount column totals are posted as totals** ● **Understand under what conditions will an account balance be a debit or a credit**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to posting from a journal to a general ledger.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with errors:** ● **Describe the two parts of an account number** ● **List the two steps for opening an account** ● **List the five steps of posting from the general columns of a journal to the general ledger** ● **Understand why the General Debit and General Credit column totals are not posted** ● **Understand why the Special Amount column totals are posted as totals** ● **Understand under what conditions will an account balance be a debit or a credit**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Accounting 1			
Strand: Accounting for a Service Business Organized as a Proprietorship			
Topic: Cash Control Systems			
8. Objective: Students will be able to define terms and identify concepts related to using a checking account and a petty cash fund.			
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**	
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to journalize transactions affecting cash control systems and the checking account.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● List the three types of endorsements ● List the steps for preparing a check stub ● List the steps for preparing a check ● List four reasons why a depositor's records and a bank's records may differ ● List six reasons why a bank may dishonor a check ● Identify what account is credited when electronic funds transfer is used to pay cash on account ● Identify what account is credited when a debit card is used to purchase supplies ● Understand why businesses use petty cash funds ● Understand how to record replenishing petty cash	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to using a checking account and a petty cash fund.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● List the three types of endorsements ● List the steps for preparing a check stub ● List the steps for preparing a check ● List four reasons why a depositor's records and a bank's records may differ ● List six reasons why a bank may dishonor a check ● Identify what account is credited when electronic funds transfer is used to pay cash on account ● Identify what account is credited when a debit card is used to purchase supplies ● Understand why businesses use petty cash funds ● Understand how to record replenishing petty cash	
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

		Course: Accounting 1

Strand: Accounting for a Service Business Organized as a Proprietorship

Topic: Worksheet for a Service Business

9. Objective: Students will be able to define terms and identify concepts related to a worksheet for a service business organized as a proprietorship.

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to prepare a worksheet in its entirety.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Identify what is written on the heading of a worksheet** ● **Recognize what general ledger accounts are listed in the Trial Balance columns of a worksheet** ● **Explain how the concept of Matching Expenses with Revenue relates to adjustments** ● **List the four questions asked in analyzing an adjustment on a worksheet** ● **Determine whether accounts are extended into the Balance Sheet columns or the Income Statement columns of a worksheet** ● **Determine where to record net income or net loss in the Balance Sheet columns of a worksheet**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to a worksheet for a service business organized as a proprietorship.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors:** ● **Identify what is written on the heading of a worksheet** ● **Recognize what general ledger accounts are listed in the Trial Balance columns of a worksheet** ● **Explain how the concept of Matching Expenses with Revenue relates to adjustments** ● **List the four questions asked in analyzing an adjustment on a worksheet** ● **Determine whether accounts are extended into the Balance Sheet columns or the Income Statement columns of a worksheet** ● **Determine where to record net income or net loss in the Balance Sheet columns of a worksheet**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

		Course: Accounting 1		
		Strand: Accounting for a Service Business Organized as a Proprietorship		
		Topic: Financial Statements for a Proprietorship		
		10. Objective: Students will be able to define terms and identify concepts related to financial statements for a service business organized as a proprietorship.		
Score 4.0		**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**	
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0		*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to prepare financial statements for a service business organized as a proprietorship.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **List the four sections of an income statement** ● **Calculate the formula for the total expenses component percentage** ● **Calculate the formula for the net income component percentage** ● **List the four sections of a balance sheet** ● **Calculate the formula for current capital**	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
Score 2.0		*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to financial statements for a service business organized as a proprietorship.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors:** ● **List the four sections of an income statement** ● **Calculate the formula for the total expenses component percentage** ● **Calculate the formula for the net income component percentage** ● **List the four sections of a balance sheet** ● **Calculate the formula for current capital**	
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content		
Score 1.0		**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content		
Score 0.0		**Even with help, no understanding or skill demonstrated.**		

Course: Accounting 1			
Strand: Accounting for Service Business Organized as a Proprietorship			
Topic: Recording Adjusting and Closing Entries for a Service Business			
11. Objective: Students will be able to define terms and identify concepts related to adjusting entries for a service business organized as a proprietorship.			
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to journalize and post closing entries for a service business organized as a proprietorship.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Identify the difference between temporary and permanent accounts** ● **Close all temporary accounts to the Income Summary account** ● **Close the income summary account into the capital account**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to closing entries for a service business organized as a proprietorship.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **Lacks in one or more of the two assessment items listed as a 3.0.**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Accounting 1		
Strand: Accounting for a Service Business Organized as a Proprietorship		
Topic: Recording Adjusting and Closing Entries for a Service Business		
12. Objective: Students will be able to define terms and identify concepts related to a Post-Closing Trial Balance for a service business organized as a proprietorship.		

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to prepare a Post-Closing Trial Balance.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● Recognize that the ending balances of permanent accounts for one fiscal period become the beginning balances for the next fiscal period ● Understand why the account balances for the temporary accounts must be reduced to zero at the end of the fiscal period ● List the four closing entries ● List the accounts that are included on the post-closing trial balance
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to closing entries for a service business organized as a proprietorship.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors:** ● Recognize that the ending balances of permanent accounts for one fiscal period become the beginning balances for the next fiscal period ● Understand why the account balances for the temporary accounts must be reduced to zero at the end of the fiscal period ● List the four closing entries ● List the accounts that are included on the post-closing trial balance
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

	Course: Accounting 1	
	Strand: Accounting for a Merchandising Business Organized as a Corporation	
	Topic: Journalizing Purchases and Cash Payments	
	13. Objective: Students will be able to define terms and identify concepts related to purchases and cash payments for a merchandising business.	

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to journalize purchases of merchandise on account and cash payments.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Identify what kinds of transactions are recorded in a purchases journal** ● **Explain what special amount columns in a journal are used for** ● **Understand why vendors offer cash discounts** ● **Recognize the difference between buying supplies and purchasing merchandise**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to purchases and cash payments for a merchandising business.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors:** ● **Identify what kinds of transactions are recorded in a purchases journal** ● **Explain what special amount columns in a journal are used for** ● **Understand why vendors offer cash discounts** ● **Recognize the difference between buying supplies and purchasing merchandise**
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

		Course: Accounting 1	

Strand: Accounting for a Merchandising Business Organized as a Corporation

Topic: Journalizing Purchases and Cash Payments

14. Objective: Students will be able to prepare a petty cash report and journalize the reimbursement of the petty cash fund.

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to prepare a petty cash report and journalize the reimbursement of the petty cash fund.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Journalize the cash payment to replenish petty cash** ● **Identify the usual balance of the Cash Short and Over account** ● **Prepare a Petty Cash Report**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to reimbursement of a petty cash fund for a merchandising business.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to some errors::** ● **Journalize the cash payment to replenish petty cash** ● **Identify the usual balance of the Cash Short and Over account** ● **Prepare a Petty Cash Report**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Accounting 1

Strand: Accounting for a Merchandising Business Organized as a Corporation

Topic: Journalizing Sales and Cash Receipts

15. Objective: Students will be able to define terms and identify concepts related to sales and cash receipts for a merchandising business.

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		Sample Tasks
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range.** **The student exceeds the requirements in the course curriculum.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to journalize sales on account and cash receipt transactions.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Recognize how a merchandising business differs from a service business** ● **Explain why sales tax collected is considered a liability** ● **Understand what is recorded in the Accounts Receivable account** ● **Recognize the difference between a sales return and a sales allowance**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to sales and cash receipts for a merchandising business.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors::** ● **Recognize how a merchandising business differs from a service business** ● **Explain why sales tax collected is considered a liability** ● **Understand what is recorded in the Accounts Receivable account** ● **Recognize the difference between a sales return and a sales allowance**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

	Course: Accounting 1	
	Strand: Accounting for a Merchandising Business Organized as a Corporation	
	Topic: Posting to General and Subsidiary Ledgers	
	16. Objective: Students will be able to define terms and identify concepts related to posting to ledgers.	

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to post cash receipts to subsidiary and general ledgers.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Identify the relationship between a controlling account and a subsidiary ledger** ● **Identify which columns in the cash payments journal are posted individually to the accounts payable ledger** ● **Identify which columns in the cash receipts journal are posted individually to the accounts receivable ledger** ● **List the accounts included on the schedule of accounts payable** ● **List the accounts included on the schedule of accounts receivable** ● **List the order that special journals should be posted to the general ledger**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to posting to ledgers.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors::** ● **Identify the relationship between a controlling account and a subsidiary ledger** ● **Identify which columns in the cash payments journal are posted individually to the accounts payable ledger** ● **Identify which columns in the cash receipts journal are posted individually to the accounts receivable ledger** ● **List the accounts included on the schedule of accounts payable** ● **List the accounts included on the schedule of accounts receivable**
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

		Course: Accounting 1		
**Strand: Accounting for a Merchandising Business Organized as a Corporation**
**Topic: Posting to General and Subsidiary Ledgers**
**17. Objective: Students will be able to journalize and post correcting entries affecting customer accounts.**
Score 4.0		**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
				*4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to*: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0		*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to journalize and post correcting entries affecting customer accounts.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● **Identify the source document used for a correcting entry affecting customer accounts** ● **Recognize how a correcting entry affecting customer accounts impacts the general ledger accounts** ● **Distinguish the difference between posting a correcting entry affecting customer accounts and how that differs from recording other general journal entries that impact subsidiary accounts.**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
Score 2.0		*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to journalizing and posting correcting entries.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **Identify the source document used for a correcting entry affecting customer accounts** ● **Recognize how a correcting entry affecting customer accounts impacts the general ledger accounts** ● **Distinguish the difference between posting a correcting entry affecting customer accounts and how that differs from recording other general journal entries that impact subsidiary accounts.**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content		
Score 1.0		**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content		
Score 0.0		**Even with help, no understanding or skill demonstrated.**		

Course: Accounting 1			
Strand: Accounting for a Merchandising Business Organized as a Corporation			
Topic: Preparing Payroll Records			
18. Objective: Students will be able to define terms and identify concepts related to payroll records.			
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to calculate payroll and prepare all payroll records.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Prepare and analyze a payroll time card** ● **Calculate overtime hours** ● **Determine payroll tax withholding** ● **Complete a payroll register for the employees** ● **Read and complete an Earnings Record** ● **Prepare payroll checks**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to payroll records.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors:** ● **Prepare and analyze a payroll time card** ● **Calculate overtime hours** ● **Determine payroll tax withholding** ● **Complete a payroll register for the employees** ● **Read and complete an Earnings Record** ● **Prepare payroll checks**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Accounting 1

Strand: Accounting for a Merchandising Business Organized as a Corporation

Topic: Payroll Accounting, Taxes, and Reports

19. Objective: Students will be able to define terms and identify concepts related to payroll accounting, taxes, and reports.

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught.		Sample Tasks
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to calculate payroll taxes and prepare all related reports.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Analyze and journalize payment of a payroll** ● **Record and journalize employer payroll taxes** ● **Reporting and paying withholding and payroll taxes**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to payroll accounting, taxes, and reports.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors:** ● **Analyze and journalize payment of a payroll** ● **Record and journalize employer payroll taxes** ● **Reporting and paying withholding and payroll taxes**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

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Course: Accounting 1
Strand: Accounting for a Merchandising Business Organized as a Corporation
Topic: Distributing Dividends and Preparing a Worksheet for a Merchandising Business
20. Objective: Students will be able to define terms and identify concepts related to distributing dividends and preparing a worksheet for a merchandising business.

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught.		Sample Tasks
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to journalize transactions for distributing dividends and prepare a worksheet for a merchandising business.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Declaring and paying a dividend** ● **Recording a trial balance on a worksheet**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to distributing dividends and preparing a worksheet for a merchandising business.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors:** ● **Declaring and paying a dividend** ● **Recording a trial balance on a worksheet**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

	Course: Accounting 1	
	Strand: Accounting for a Merchandising Business Organized as a Corporation	
	Topic: Distributing Dividends and Preparing a Worksheet for a Merchandising Business	
	21.bjective: Students will be able to plan worksheet adjustments for merchandise inventory, supplies, prepaid expenses, uncollectible accounts, depreciation, and federal income tax.	

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to plan worksheet adjustments for merchandise inventory, supplies, prepaid expenses, uncollectible accounts, depreciation, and federal income tax.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Planning and recording adjustments** ● **Complete the eight-column worksheet**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to worksheet adjustments.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors:** ● **Planning and recording adjustments** ● **Complete the eight-column worksheet**
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Accounting 1		
Strand: Accounting for a Merchandise Business Organized as a Corporation		
Topic: Financial Statements for a Corporation		
22. Objective: Students will be able to define terms and identify concepts related to financial statements for a merchandising business organized as a corporation.		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to produce financial statements for a merchandising business organized as a corporation.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Complete an income statement with a cost of merchandise sold section** ● **Analyze an income statement showing a net loss or net income** ● **Prepare a statement of stockholders' equity** ● **Prepare a balance sheet for a corporation**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to financial statements for a merchandising business organized as a corporation.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors:** ● **Complete an income statement with a cost of merchandise sold section** ● **Analyze an income statement showing a net loss or net income** ● **Prepare a statement of stockholders' equity** ● **Prepare a balance sheet for a corporation**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Accounting 1

Strand: Accounting for a Merchandise Business Organized as a Corporation

Topic: Recording Adjusting and Closing Entries for a Corporation

23. Objective: Students will be able to define terms and identify concepts related to adjusting and closing entries for a merchandising business organized as a corporation.

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught.		Sample Tasks
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to define terms and identify concepts related to adjusting and closing entries for a merchandising business organized as a corporation.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Record adjusting entries for the corporation** ● **Record closing entries for the corporation**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ●		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors:** ● **Record adjusting entries for the corporation** ● **Record closing entries for the corporation**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Accounting 1			
Strand: Accounting for a Merchandise Business Organized as a Corporation			
Topic: Recording Adjusting and Closing Entries for a Corporation			
24. Objective: Students will be able to prepare a post-closing trial balance.			
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to prepare a post-closing trial balance for a corporation.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **List the accounts in order that belong on a post-closing trial balance** ● **Understand the purpose of preparing a post-closing trial balance**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to preparing a post-closing trial balance.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **Lacks in one or more of the two assessment items listed as a 3.0.**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Accounting 2
Course Overview

Grade level(s): 10-12	Credits earned: ½ per semester; 1 full credit for the year.
	Prerequisite: Students passed Accounting I and were recommended for Accounting II by teacher.

Course Rationale	Course Description
Accounting 2 goes beyond the journalizing of Accounting 1 and digs deeper into how businesses use accounting information to make sound fiscal management decisions.	This is a two semester course emphasizing corporate accounting. Computerized procedures for journals, ledgers, financial statements and tax procedures will be used. This course will integrate accounting practices and related computer skills to prepare advanced students, both college-bound and vocational, for future employment.Summary of what students will learn]

Transfer Goals/Big Ideas

Students will be able to independently use their learning to understand…

- *Accounting I Review - Simulation*
- *Accounting for a Merchandising Business Organized as a Corporation - Adjustments and Valuations*

Priority Missouri Learning Standards/National Standards

MLS Accounting - Accounting Concepts 1-10
MLS Accounting - Accounting Cycle 1-20
MLS Accounting - Cash Control 1-14
MLS Accounting - Payroll Procedures 1-14
MLS Accounting - Adjustments 1-18
MLS Accounting - Cycle Process 1-7
MLS Accounting - Inventory Control 1-9

	Unit: Accounting 1 Review - Simulation *Desired Results*

Standards	Transfer Goal(s) /Big Ideas
MLS Accounting - Accounting Concepts 1-10 MLS Accounting - Accounting Cycle 1-20 MLS Accounting - Cash Control 1-14 MLS Accounting - Payroll Procedures 1-14	Accounting 1 Review - Simulation

	Enduring Understandings	Essential Questions
	Students will understand … *Review Simulation: A Merchandising Business Organized as a Corporation*	*Students will consider…* *What are the terms and concepts learned during year one of accounting?*

Learning Targets

Students will…

Students will be able to identify concepts and perform all related content learned during year one of Accounting.

Unit Duration:

2 weeks

**Unit 2: Accounting for a Merchandising Business
Organized as a Corporation - Adjustments and Valuations**
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
MLS Accounting - Adjustments 1-18￼ MLS Accounting - Cycle Process 1-7￼ MLS Accounting - Inventory Control 1-9	Accounting for a Merchandising Business Organized as a Corporation - Adjustments and Valuations	
	Enduring Understandings	**Essential Questions**
	Students will understand … *Accounting for Uncollectible Accounts Receivable*￼ *Accounting for Plant Assets and Depreciation*￼ *Accounting for Inventory*￼ *Accounting for Notes and Interest*￼ *Accounting for Accrued Revenue and Expenses*￼ *End-of-Fiscal-Period Work for a Corporation*￼ *Accounting for Partnerships*￼ *Recording International and Internet Sales*	*Students will consider…* *What are the terms and concepts related to uncollectible accounts?*￼ *How do you calculate, journalize, and post estimated uncollectible accounts expense?*￼ *What are the terms and concepts related to plant assets, depreciation, and property tax expense?*￼ *How do you record the buying and the disposal of plant assets, paying of property tax, as well as calculate and journalize depreciation expense?*￼ *What are the terms and concepts related to inventory?*￼ *How do you prepare a stock record?*￼ *How do you determine the cost of merchandise inventory using the FIFO, LIFO, and weight-average inventory costing methods?*￼ *How do you estimate the cost of merchandise inventory using the gross profit method of estimating inventory?*￼ *What are the terms and concepts related to notes and interest?*￼ *How do you analyze and record transactions for notes payable and for notes receivable?*￼ *What are the terms and concepts related to accrued revenue and accrued expenses?*

| | | *How do you record adjusting, closing, and reversing entries for accrued revenue and for accrued expenses? What are the terms and concepts related to financial statements for a merchandising business organized as a corporation?*
How do you calculate federal income tax, plan adjustments, complete a worksheet, and record closing and reversing entries for a merchandising business organized as a corporation? |

Learning Targets
Students will… ● **Students will be able to calculate, journalize, and post estimated uncollectible accounts expense.** ● **Students will be able to calculate records for plant assets, depreciation, and property tax expense.** ● **Students will be able to calculate the cost of merchandising inventory.** ● **Students will be able to analyze and record transactions for notes.** ● **Students will be able to record adjusting, closing, and reversing entries for accrued revenue and accrued expenses.** ● **Students will be able to prepare financial statements for a merchandising business organized as a corporation.** ● **Students will be able to prepare the necessary entries and statements for a partnership.** ● **Students will be able to record transactions for international sales, and for Internet sales.**

Unit Duration:
16 weeks

Rubric/Scoring	Assessment
Manual Simulation: Unique Global Imports: A Merchandising Business Organized as a Corporation **Accounting for Uncollectible Accounts Receivable** **Accounting for Plant Assets and Depreciation** **Accounting for Inventory** **Accounting for Notes and Interest** **Accounting for Accrued Revenue and Expenses** **End-of-Fiscal-Period Work for a Corporation** **Accounting for Partnerships** **Recording International and Internet Sales**	● **Analyze, journalize, and post transactions for a business organized as a corporation.** ● **Prepare a worksheet, income statement, and a balance sheet for a business organized as a corporation.** ● **Journalize and post adjusting and closing entries for a business organized as a corporation.** ● **Prepare a post-closing trial balance for a business organized as a corporation.** ● **Estimate and record uncollectible accounts expense.** ● **Analyze and journalize an adjustment for uncollectible accounts expense.** ● **Post an adjusting entry for uncollectible accounts expense.** ● **Journalize and post writing off an uncollectible account receivable.** ● **Reopen, record cash received from, and post an account previously written off.** ● **Calculate and record a plant asset's depreciation expense for a partial and a full year.** ● **Record the buying and sale of a plant asset.** ● **Calculate and pay property tax.** ● **Calculate accumulated depreciation and book value.** ● **Journalize annual depreciation expense.** ● **Post an adjusting entry for depreciation expense.** ● **Compare the straight line method and the double declining-balance method of depreciation.** ● **Calculate the cost of merchandise inventory using FIFO, LIFO, weighted average and gross profit methods.Understand the rules that regulates increases and decreases of account balances** ● **Prepare a stock record.** ● **Compound interest on promissory notes.** ● **Calculate the maturity date of a note.** ● **Pay principal and interest on a note payable.** ● **Sign and pay a note payable issued for an extension of time.** ● **Collect principal and interest on a note receivable.** ● **Record a dishonored note receivable.** ● **Analyze and post adjustments for accrued interest income and accrued interest expense.** ● **Record a reversing entry for accrued interest income and accrued interest expense.** ● **Collect a note receivable and pay a note payable for a previous fiscal period.** ● **Prepare an income statement.**

	- **Prepare a balance sheet.**
	- **Prepare a statement of stockholders' equity.**
	- **Prepare a statement of cash flows.**
	- **Comprehend a partnership agreement.**
	- **Record initial investments by owners.**
	- **Record withdrawal of cash by a partner.**
	- **Record the withdrawal of merchandise by a partner.**
	- **Journalize the distributing of loss or gain on realization to partners.**
	- **Prepare a Distribution of Net Income Statement.**
	- **Calculate the net increase or decrease in capital and ending capital for each partner.**
	- **Journalize an international sale.**
	- **Journalize a time draft.**
	- **Journalize cash receipts from time drafts.**
	- **Journalize an Internet sale**

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
2 weeks	**Manual Simulation: Unique Global Imports: A Merchandising Business Organized as a Corporation**	**Cengage - Century 21 Accounting - Multicolumn Journal - 11e**	**Students will be able to identify concepts and perform all related content learned during year one of Accounting.**	**Analyze, journalize, and post transactions for a business organized as a corporation.** **Prepare a worksheet, income statement, and a balance sheet for a business organized as a corporation.** **Journalize and post adjusting and closing entries for a business organized as a corporation.** **Prepare a post-closing trial balance for a business organized as a corporation.**
3 weeks	**Accounting for Uncollectible Accounts Receivable**		**Students will be able to calculate, journalize, and post estimated uncollectible accounts expense.**	**Estimate and record uncollectible accounts expense.** **Analyze and journalize an adjustment for uncollectible accounts expense.** **Post an adjusting entry for uncollectible accounts expense.** **Journalize and post writing off an uncollectible account receivable.** **Reopen, record cash received from, and post an account previously written off.**
4 weeks	**Accounting for Plant Assets and Depreciation**		**Students will be able to calculate records for plant assets, depreciation, and property tax expense.**	**Calculate and record a plant asset's depreciation expense for a partial and a full year.** **Record the buying and sale of a plant asset.**

				• Calculate and pay property tax. • Calculate accumulated depreciation and book value. • Journalize annual depreciation expense. • Post an adjusting entry for depreciation expense. • Compare the straight line method and the double declining-balance method of depreciation.
6 weeks	Accounting for Inventory		Students will be able to calculate the cost of merchandising inventory.	• Calculate the cost of merchandise inventory using FIFO, LIFO, weighted average and gross profit methods.Understand the rules that regulates increases and decreases of account balances • Prepare a stock record.
3 weeks	Accounting for Notes and Interest		Students will be able to analyze and record transactions for notes.	• Compound interest on promissory notes. • Calculate the maturity date of a note. • Pay principal and interest on a note payable. • Sign and pay a note payable issued for an extension of time. • Collect principal and interest on a note receivable. • Record a dishonored note receivable.
4 weeks	Accounting for Accrued Revenue and Expenses		Students will be able to record adjusting, closing, and reversing entries for accrued revenue and accrued expenses.	• Analyze and post adjustments for accrued interest income and accrued interest expense.

				• **Record a reversing entry for accrued interest income and accrued interest expense.** • **Collect a note receivable and pay a note payable for a previous fiscal period.**
4 weeks	**End-of-Fiscal-Period Work for a Corporation**		**Students will be able to prepare financial statements for a merchandising business organized as a corporation.**	• **Prepare an income statement.** • **Prepare a balance sheet.** • **Prepare a statement of stockholders' equity.** • **Prepare a statement of cash flows.**
6 weeks	**Accounting for Partnerships**		**Students will be able to prepare the necessary entries and statements for a partnership.**	• **Comprehend a partnership agreement.** • **Record initial investments by owners.** • **Record withdrawal of cash by a partner.** • **Record the withdrawal of merchandise by a partner.** • **Journalize the distributing of loss or gain on realization to partners.** • **Prepare a Distribution of Net Income Statement.** • **Calculate the net increase or decrease in capital and ending capital for each partner.**
4 weeks	**Recording International and Internet Sales**		**Students will be able to record transactions for international sales, and for Internet sales.**	• **Journalize an international sale.** • **Journalize a time draft.** • **Journalize cash receipts from time drafts.** • **Journalize an Internet sale.**

	Course: Accounting 2	
	Strand: Accounting 1 Review - Simulation	
	Topic: Manual Simulation: Unique Global Imports: A Merchandising Business Organized as a Corporation	
	1. Objective: Students will be able to identify concepts and perform all related content learned during year one of Accounting.	
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Analyze, journalize, post, and prepare all relating Accounting content.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● **Analyze, journalize, and post transactions for a business organized as a corporation.** ● **Prepare a worksheet, income statement, and a balance sheet for a business organized as a corporation.** ● **Journalize and post adjusting and closing entries for a business organized as a corporation.** ● **Prepare a post-closing trial balance for a business organized as a corporation.**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Define terms and identify concepts learned during year one of Accounting.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **Define terms related to the tasks associated with accounting for a business organized as a corporation.** ● **Identify concepts related to the tasks associated with accounting for a business organized as a corporation.**
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Accounting 2
Strand: Accounting for a Merchandising Business Organized as a Corporation - Adjustments and Valuation
Topic: Accounting for Uncollectible Accounts Receivable

2. Objective: Students will be able to calculate, journalize, and post estimated uncollectible accounts expense.		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to calculate, journalize, and post estimated uncollectible accounts expense.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● **Estimate and record uncollectible accounts expense.** ● **Analyze and journalize an adjustment for uncollectible accounts expense.** ● **Post an adjusting entry for uncollectible accounts expense.** ● **Journalize and post writing off an uncollectible account receivable.** ● **Reopen, record cash received from, and post an account previously written off.**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Student shows the ability to define terms and identify concepts related to uncollectible accounts.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **Define the concept of "writing off " an account.**
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Accounting 2		
Strand: Accounting for a Merchandising Business Organized as a Corporation - Adjustments and Valuation		
Topic: Accounting for Plant Assets and Depreciation		
3. Objective: Students will be able to calculate records for plant assets, depreciation, and property tax expense.		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to calculate records for plant assets, depreciation, and property tax expense.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● **Calculate and record a plant asset's depreciation expense for a partial and a full year.** ● **Record the buying and sale of a plant asset.** ● **Calculate and pay property tax.** ● **Calculate accumulated depreciation and book value.** ● **Journalize annual depreciation expense.** ● **Post an adjusting entry for depreciation expense.** ● **Compare the straight line method and the double declining-balance method of depreciation.**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Student shows the ability to define terms and identify concepts related to plant assets, depreciation, and property tax expense.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **Define the terms and identify the concepts of real property, personal property, assessed value, gain or loss on plant assets, and declining-balance method of depreciation.**
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Accounting 2
Strand: Accounting a Merchandising Business Organized as a Corporation - Adjustments and Valuation
Topic: Accounting for Inventory
4. Objective: Students will be able to calculate the cost of merchandising inventory.

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught.		Sample Tasks
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to calculate the cost of merchandising inventory using various costing methods and prepare a stock record.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● **Calculate the cost of merchandise inventory using FIFO, LIFO, weighted average and gross profit methods.Understand the rules that regulates increases and decreases of account balances** ● **Prepare a stock record.**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to accounting for inventory.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **Define the terms and identify the concepts of periodic and perpetual inventory, an inventory record, a stock record, and a stock ledger.** ● **Define the terms and identify the concepts of FIFO, LIFO, weight-averaged, and gross profit inventory costing methods.**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Accounting 2	
Strand: Accounting for a Merchandising Business Organized as a Corporation - Adjustments and Valuation	
Topic: Accounting for Notes and Interest	
5. Objective: Students will be able to analyze and record transactions for notes.	

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught.	Sample Tasks
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to analyze and record transactions for notes. errors**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● **Compound interest on promissory notes.** ● **Calculate the maturity date of a note.** ● **Pay principal and interest on a note payable.** ● **Sign and pay a note payable issued for an extension of time.** ● **Collect principal and interest on a note receivable.** ● **Record a dishonored note receivable.**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students shows the ability to define terms and identify concepts related to accounting for notes for interest.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **Define the terms and identify the concepts of the number, date, payee, time, principal, interest rate, maturity date, and the maker of a note.** ● **Define the terms and identify the concepts of a promissory note, a creditor, notes payable, maturity value, interest, current liabilities, interest expense, notes receivable, interest income, and a dishonored note.**
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

		Course: Accounting 2	
		Strand: Accounting for a Merchandising Business Organized as a Corporation - Adjustments and Valuation	
		Topic: Accounting for Accrued Revenue and Expenses	
		6. Objective: Students will be able to record adjusting, closing, and reversing entries for accrued revenue and accrued expenses.	
Score 4.0		**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to record adjusting, closing, and reversing entries for accrued revenue and accrued expenses.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● **Analyze and post adjustments for accrued interest income and accrued interest expense.** ● **Record a reversing entry for accrued interest income and accrued interest expense.** ● **Collect a note receivable and pay a note payable for a previous fiscal period.**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0		*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Student shows the ability to define terms and identify concepts related to accounting for adjusting, closing, and reversing entries for accrued revenue and for accrued expenses.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **Define the terms accrued revenue, intellectual property, accrued interest income, accrued expenses, accrued interest expense, and a reversing entry.** ● **Identify the concepts of accrued revenue, intellectual property, accrued interest income, accrued expenses, accrued interest expense, and a reversing entry.**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0		**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0		**Even with help, no understanding or skill demonstrated.**	

		Course: Accounting 2	

Course: Accounting 2
Strand: Accounting for a Merchandising Business Organized as a Corporation - Adjustments and Valuation
Topic: End-of-Fiscal-Period Work for a Corporation
7. Objective: Students will be able to prepare financial statements for a merchandising business organized as a corporation.

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught.		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to prepare financial statements for a merchandising business organized as a corporation.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● **Prepare an income statement.** ● **Prepare a balance sheet.** ● **Prepare a statement of stockholders' equity.** ● **Prepare a statement of cash flows.**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to financial statements for a merchandising business organized as a corporation.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **Define the terms long-term liabilities, working capital, and current ratio.** ● **Identify the concepts of long-term liabilities, working capital, and current ratio.**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Accounting 2

Strand: Additional Accounting Procedures

Topic: Accounting for Partnerships

8. Objective: Students will be able to prepare the necessary entries and statements for a partnership.

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught.		Sample Tasks
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to calculate the distribution of partnership earnings.** ● **Students will be able to journalize entries related to forming, dissolving, and distributing the earnings of a partnership.** ● **Students will be able to prepare a distribution of net income statements for a business organized as a partnership.** ● **Students will be able to prepare an Owners' Equity Statement for a business organized as a partnership.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● **Comprehend a partnership agreement.** ● **Record initial investments by owners.** ● **Record withdrawal of cash by a partner.** ● **Record the withdrawal of merchandise by a partner.** ● **Journalize the distributing of loss or gain on realization to partners.** ● **Prepare a Distribution of Net Income Statement.** ● **Calculate the net increase or decrease in capital and ending capital for each partner.**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to accounting for partnerships.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **Define the terms related to accounting for partnerships.** ● **Identify the concepts related to accounting for partnerships.**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

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		Course: Accounting 2	

Strand: Additional Accounting Procedures

Topic: Recording International and Internet Sales

9. Objective: Students will be able to record transactions for international sales, and for Internet sales.

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to record transactions for international sales, and for Internet sales.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● **Journalize an international sale.** ● **Journalize a time draft.** ● **Journalize cash receipts from time drafts.** ● **Journalize an Internet sale.**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students will be able to define terms and identify concepts related to international sales.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **Define the terms exports, imports, contract of sale, letter of credit, bill of lading, commercial invoice, draft, sight draft, time draft, and trade acceptance.** ● **Identify the concepts of exports, imports, contract of sale, letter of credit, bill of lading, commercial invoice, draft, sight draft, time draft, and trade acceptance.**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Broadcast Media
Course Overview

Grade level(s): 10-12	Credits earned: 1
Course Rationale	**Course Description**
This course will allow students to apply real world situations to the video editing concepts covered in the Multimedia course. Students will be creating and editing stories covering events happening at their local school.	This year-long course focuses on guiding students to use the same Multimedia technology found in top newsrooms while utilizing the digital-editing computer skills learned in previous computer classes. The students will work in production teams to plan and develop stories, gather footage, edit broadcast quality video, and deliver the news. The students will help create a school/campus newsroom facility for reporting events in their community via the school, Internet, cable TV and DVD/Blu-Ray.

Transfer Goals/Big Ideas

News Story Preparation, Broadcast Rules, Prepare Digital Files for News Stories, Editing Video, Publishing Video

Priority Missouri Learning Standards/National Standards

1. Multimedia, Video Files #1--Develop pre-production
2. Foundations of Communication #5--Demonstrate ability to function as a team member
3. Video Files #7--Synchronize audio with video
4. Video Files #2--Apply basic filming techniques
5. Electronic Presentations #2--Apply basic filming techniques
6. Video Files #3--Access, capture, and import a variety of file sources converting file types,
7. Video Files #4--Arrange video clips, audio clips, titles and still images on timeline
8. Video Files #6--Apply special effects, transitions, key frame/motion settings, animations, filters, and text
9. Video Files #7--Apply editing techniques
10. Video Files #11--Export video for a variety of media outlets

Unit 1: Broadcast Pre-Production *Desired Results*		
Standards	**Transfer Goal(s) /Big Ideas**	
1. *Multimedia, Video Files #1--Develop pre-production* 2. *Multimedia, Foundational Concepts #5--Use organizational skills to plan multimedia products* 3. *Foundations of Communication #5--Demonstrate ability to function as a team member* 4. *Video Files #7--Synchronize audio with video* 5. *Video Files #2--Apply basic filming techniques* 6. *4. Electronic Presentations #7--Deliver a presentation using professional standards and techniques*	*News Story Preparation* *Broadcast Roles*	
	Enduring Understandings	**Essential Questions**
	Prepare news stories for broadcast, either as an individual, or as part of a team. *Prepare for broadcast as a member of a team.*	Why create a storyboard for a news story? How would you prepare for an interview? What are some strategies used to meet deadlines? What are the roles of the Technical Staff? What are the roles of the Anchor/Reporter? What are the roles of the Director?
Learning Targets		
Prepare news stores for broadcast, either as an individual, or as part of a team. Prepare for broadcast as a member of a team.		
Unit Duration:		
4-6 weeks		

Unit 2: Production: Filming and Editing Audio and Video
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1. *Electronic Presentations #2--Apply basic filming techniques* 2. *Video Files #3--Access, capture, and import a variety of file sources converting file types,* 3. *Video Files #4--Arrange video clips, audio clips, titles and still images on timeline* 4. *Video Files #5--Manipulate clips* 5. *Video Files #6--Apply special effects, transitions, key frame/motion settings, animations, filters, and text* 6. *Video Files #7--Apply editing techniques*	***Prepare Digital Files for News Stories*** ***Editing Video***	
	Enduring Understandings	**Essential Questions**
	Prepare news stories for broadcast, either as an individual, or as part of a team. *Prepare for broadcast as a member of a team.* *Record/Design digital files to be used in News Stories.* *Perform a variety of editing techniques for broadcast.*	How do you take and prepare still images? How do you record and compose quality video? How do you record narration? How do you edit videos? How do you create transitions and effects to enhance video? How do you enhance video with sound effects and music?

Learning Targets

Record/Design digital files to be used in news stories.
Perform a variety of editing techniques for broadcast.

Unit Duration:

8-12 Weeks

Unit 3: Broadcast Post-Production
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
1. Video Files #9--Evaluate sources for playing completed video *2. Video Files #10--Apply codec (compression) appropriate for the media delivery* *3. Video Files #11--Export video for a variety of media outlets* *4. Video Files #12--Author DVD*	*Publish video in a variety of formats*	
	Enduring Understandings	**Essential Questions**
	Export video for a variety of media platforms.	How do you export video in a variety of formats?

Learning Targets
Export video for a variety of media platforms

Unit Duration:
2-3 weeks

	Assessment Evidence	
Rubric/Scoring	**Assessment**	
Pre-Production, Production, and Post-Production projects and activities.	*Pre-production preparation sheet* *Preparing video files* *Preparing audio files* *Using video and audio equipment* *Interview planning and execution* *Video composition execution* *Fulfillment of role assigned* *Participation as a productive team member* *Export video for variety of audiences*	

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
4-6 Weeks 8-12 Weeks 2-3 Weeks	Broadcast Pre-Production Broadcast Production Broadcast Post-Production	Online Resources - Vary from week to week Schools and Community events	Export video for a variety of media platforms Record/Design digital files to be used in news stories. Perform a variety of editing techniques for broadcast. Prepare news stores for broadcast, either as an individual, or as part of a team. Prepare for broadcast as a member of a team.	*Pre-production preparation sheet* *Preparing video files* *Preparing audio files* *Using video and audio equipment* *Interview planning and execution* *Video composition execution* *Fulfillment of role assigned* *Participation as a productive team member* *Export video for variety of audiences*

Learning Plan

	Course: Broadcast Media	
	Strand: News Story Preparation	
	Topic: Prepare news stores for broadcast, either as an individual, or as part of a team.	
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.** ● Create an electronically created storyboard using Illustrator	**Sample Tasks** *4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will:* ● Create a storyboard within video editing software
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Determine content of story including audio and video components ● Illustrate audio and video content on storyboard ● Plan the process to achieve the desired storyboard results	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: ● Prepare interview questions ● Research the interview topic ● Create a hand drafted storyboard ● Work as part of a team to plan news story
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Create a partial storyboard with no more than 2 errors	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Create a storyboard for a video that illustrates only part of the story
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Broadcast Media	
Strand: Broadcast Roles	
Topic: Prepare for broadcast as a member of a team.	

	4.0. Knowledge and inferences or applications beyond what was taught.	**Sample Tasks**
Score 4.0		*4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will:* ● Dress professionally for an on-camera interview ● After viewing their own video, critique their interview skills including appearance, body language and interview questions
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Preparation, rehearsal, and execution of the broadcast ● Work with a variety of equipment for broadcast production	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: ● Perform Anchor and Reporter duties ● Prepare equipment needed for the broadcast ● Rehearse the interview questions/script in front of camera ● Conduct an interview ● Execute the broadcast--live or streaming
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*FOUNDATIONAL, SIMPLE details and processes* ● Preparation and execution of the broadcast with no more than 2 errors	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Complete an interview, but not required to edit content
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

		Course: Broadcast Media	

		Strand: Prepare Digital Files for News Stories	

		Topic: Record/Design digital files to be used in news story.	

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● Student will exceed deadline for projects.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Student completes project as assigned to meet deadline ● Students will use a variety of equipment to create files to be used in news story		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: ● Create a calendar with project due dates ● Self-check progress on meeting project due dates ● Re-assess planning when struggling to meet deadline ● Perform a variety of tasks using different video/audio equipment, and software
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● Student completes project as assigned no more than 1 class late ● News story does not meet required composition components		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **Complete the tasks for Level 3 above but did not meet the deadline by one class**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

	Course: Broadcast Media	
	Strand: Editing Video	
	Topic: Perform variety of editing techniques for broadcast.	

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● Report actual on scene new story (not chroma key editing)
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Students will edit video on the timeline of software program ● Students will create transitions and special effects for desired outcome ● Students will enhance video using audio, and visual design techniques		**ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:** ● Adjust audio volume levels to blend multiple audio tracks ● Incorporate and adjust video effects and transitions to achieve desired result for the story ● Rearrange files on timeline for desired outcome ● Adjust speed or duration of files ● Incorporate and edit text and lower thirds
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● Students will pick a topic and gather information for a news story submitting it after the deadline		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **Report a news story that is missing some components**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

	Course: Broadcast Media	
	Strand: Publish Videos	
	Topic: Export video for a variety of media platforms	
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● Record audio and video files utilizing special effects available on the camera
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Export audio and video for intended audience—DVD, website, YouTube, and/or cable channel.	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: ● Export video for avi, mpeg4, H.264 format ● Include video on website ● Upload to YouTube.com ● Organize files for a DVD/Blu-Ray
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Record audio and video clips without adjusting equipment**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **Record audio and video files utilizing a tripod**
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Broadcast Media		
Strand: Publish Video		
Topic: Export video for a variety of media platforms		
Objective: 11-12 Students will be able to assume the role of Audio/Video Editor		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Edit audio and video files utilizing After Effects and Audition**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Edit audio as needed for project ● Edit video as needed for project	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: ● Adjust audio volume levels to blend multiple audio tracks ● Adjust video effects to achieve desired result for the story
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Export partial video for avi only with assistance**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **Edit audio and video using the default settings of software**
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Business Applications
Course Overview

Grade level(s): 9-12	**Credits earned:** ⅓ per semester
Course Rationale:	**Course Description:**
The rationale for this course is to teach students the theoretical approach to information technology and management information systems within a business environment. Practical business computer applications will emphasize word processing, spreadsheets, databases, presentation software, and electronic commerce of the Internet.	Business Application will cover computer terminology, hardware, software, operating systems, and information systems relating to the business environment. The course will also explore business applications of software, including spreadsheets, databases, presentation graphics, word processing and business-oriented utilization of the Internet.

Transfer Goals/Big Ideas
Students will be able to independently use their learning to utilize Microsoft Office , Google Software and Adobe Software.

Priority Missouri Learning Standards/National Standards
MLS - Basic Computer Operations 1-12 MLS - Basic Documents Using Word Processing Applications 1-13 MLS - Business Documents Using Spreadsheet Applications 1-18 MLS - Business Documents Using Presentations Applications 1-8

	Unit 1: Software Applications *Desired Results*	

Standards	Transfer Goal(s) /Big Ideas	
MLS - Basic Computer Operations 1-12 MLS - Basic Documents Using Word Processing Applications 1-13 MLS - Business Documents Using Spreadsheet Applications 1-18 MLS - Business Documents Using Presentation Applications 1-8	*Software Applications*	

	Enduring Understandings	**Essential Questions**
	Students will understand … *Word Processing* *Spreadsheets* *Presentations*	*Students will consider…* *How do you create fliers, research papers, resumes, and cover letters?* *How do you create and format spreadsheets and charts?* *How do you calculate and analyze spreadsheet documents?* *How do you create text, graphics, animations, transitions, and slides?*

Learning Targets

Students will...
- **Students will be able to format flyers.**
- **Students will be able to use Modern Language Association research papers.**
- **Students will be able to format resumes and cover letters.**
- **Students will be able to create and format spreadsheet documents.**
- **Students will be able to create spreadsheet charts.**
- **Students will be able to calculate and analyze spreadsheet documents.**
- **Students will be able to create and format presentation slide shows.**
- **Students will be able to format presentation slide shows with animation/transitions.**

Unit Duration:

10 Weeks

	Unit 2: Google Software *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
MLS - Basic Computer Operations 1-12 MLS - Basic Documents Using Word Processing Applications 1-13 MLS - Business Documents Using Spreadsheet Applications 1-18 MLS - Business Documents Using Presentations Applications 1-8	Google Software	
	Enduring Understandings	**Essential Questions**
	Students will understand how to use… *Google Docs* *Google Sheets* *Google Slides* *Gmail*	*Students will consider…* *How do you format Google docs, sheets, and slides using Google software?* *How do you use Gmail for educational purposes including sharing documents, and emailing/saving to the Google drive?*

Learning Targets
Students will… ● **Students will be able to use Google programs** ● **Students will be able to transfer knowledge from Microsoft to Google**

Unit Duration:
6 weeks

Unit 3: Image Editing
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
MLS - Design Concepts 1-2, 6-8 MLS - Managing Images 1-11	Image Editing	
	Enduring Understandings	**Essential Questions**
	Students will understand that… *Photoshop*	*Students will consider…* *What are the steps to image editing using Adobe Photoshop?*
Learning Targets		
Students will… • Students will be able to edit photos.		
Unit Duration:		
2 weeks		

	Assessment Evidence

Rubric/Scoring	Assessment
Software Applications	The student exhibits no major errors or omissions in the following tasks: ● **Line spacing** ● **Header/footer information** ● **Title formatted correctly** ● **Properly formatted graphics** ● **Properly formatted text** ● **Page borders** ● **Correct Spelling/grammar** ● **Print documents** The student is able to independently create an MLA Style Report that includes the following requirements: ● **double spacing** ● **correct margins and indents** ● **Header information with page number** ● **Title formatted correctly** ● **Introductory information- Name, teacher name, class name, date** ● **Works Cited page** ● **Correct Spelling/grammar** The student is able to independently create a resume and cover letter that includes the following requirements: ● **Familiarity with templates** ● **Line spacing and tabs** ● **Header/footer information** ● **Properly formatted graphics** ● **Properly formatted text** ● **Formatting tables** ● **Correct Spelling/grammar** ● **Copy and Paste** The student will: ● **Design/Create a spreadsheet using given information from teacher**

- **Adjust columns and rows**
- **Merge and center cells**
- **Use of fill handle**
- **Format text using themes and styles**
- **Conditional formatting**
- **Print Spreadsheets**

The student will:
- **Be able to independently use a spreadsheet to create a column, bar, and 3-D pie chart which includes the following:**
- **Format chart**
    - **Axis Titles**
    - **Data Labels**
    - **Chart Title**

The student will:
- **Demonstrate their knowledge of the following functions: SUM, AVERAGE, MAX, MIN, IF THEN, NOW**
- **Demonstrate their knowledge to be able to enter a formula in a spreadsheet- addition, subtraction, multiplication, division   (Ex. =a2+b2)**
- **Use of fill handle**
- **Absolute and relative cell references**
- **Print formulas and fit to one page**

The student will independently create a multimedia presentation that includes the following requirements:
- **Choose slide background**
- **Utilize research for a topic**
- **Format text**
- **Copy and paste**
- **Format graphics**
- **Format photos**
- **Choose appropriate layout**
- **Print presentation in multiple formats**

The student will independently create a multimedia project that includes the following requirements:
- **Transitions**
- **Animations**
- **Multiple layouts**

	● **Audio files** ● **Background designs** ● **Timings**
Google Software	The student will master the following components: ● **Create Google Docs, Sheets and Slides** ● **Manage Google email** ● **Attach documents for communication** ● **Express email etiquette** ● **Demonstrate communication skills**
Image Editing	The student will master the following components: ● **Download quality photo from the Internet** ● **Move one photo to the downloaded photo file** ● **Eliminate the background of one of the photos** ● **Add a title to the combined photos** ● **Print finished photo**

Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
4 weeks	Flyers Research Papers Resume and Cover Letter	Learn Key Modules (online)	• Students will be able to format flyers • Students will be able to create Modern Language Association research papers • Students will be able to format resumes and cover letters • Students will be able to create and format spreadsheet documents • Students will be able to create spreadsheet charts • Students will be able to calculate and analyze spreadsheet documents • Students will be able to create and format presentation slideshows • Students will be able to format presentation slideshows with animations/transitions • Students will be able to use Google programs • Students will be able to edit photos	The student exhibits no major errors or omissions in the following tasks: • Line spacing • Header/footer information • Title formatted correctly • Properly formatted graphics • Properly formatted text • Page borders • Correct Spelling/grammar • Print documents The student is able to independently create an MLA Style Report that includes the following requirements: • double spacing • correct margins and indents • Header information with page number • Title formatted correctly • Introductory information- Name, teacher name, class name, date • Works Cited page • Correct Spelling/grammar The student is able to independently create an MLA Style Report that includes the following requirements: • double spacing
4 weeks	Worksheets Charts Formulas			
4 weeks	Text, Graphics, and Multimedia Animations, Transitions and Timings			
4 weeks	Google Software			
2 weeks	Editing Digital Photos			

| | | | | correct margins and indents Header information with page number Title formatted correctly Introductory information- Name, teacher name, class name, date Works Cited page Correct Spelling/grammar **The student is able to independently create a resume and cover letter that includes the following requirements:** Familiarity with templates Line spacing and tabs Header/footer information Properly formatted graphics Properly formatted text Formatting tables Correct Spelling/grammar Copy and Paste **The student will:** Design/Create a spreadsheet using given information from teacher Adjust columns and rows Merge and center cells Use of fill handle Format text using themes and styles Conditional formatting Print Spreadsheets **The student will:** Be able to independently use a spreadsheet to create a column, bar, and 3-D pie |

				chart which includes the following:

				● **Format chart**
				      o **Axis Titles**
				      o **Data Labels**
				      o **Chart Title**
				
				 ● **Demonstrate their knowledge of the following functions: SUM, AVERAGE, MAX, MIN, IF THEN, NOW**
				 ● **Demonstrate their knowledge to be able to enter a formula in a spreadsheet- addition, subtraction, multiplication, division (Ex. =a2+b2)**
				 ● **Use of fill handle**
				 ● **Absolute and relative cell references**
				 ● **Print formulas and fit to one page**
				
				 Independently create a multimedia presentation that includes the following requirements:
				      ● **Choose slide background**
				      ● **Utilize research for a topic**
				      ● **Format text**
				      ● **Copy and paste**
				      ● **Format graphics**
				      ● **Format photos**
				      ● **Choose appropriate layout**
				      ● **Print presentation in multiple formats**
				
				 Independently create a multimedia project that includes the following requirements:
				      ● **Transitions**
				      ● **Animations**

				• Multiple layouts • Audio files • Background designs • Timings Edit photos with the following components: • Create Google Docs, Sheets and Slides • Manage Google email • Attach documents for communication • Express email etiquette • Demonstrate communication Edit photos with the following components: • Download quality photo from the Internet • Move one photo to the downloaded photo file • Eliminate the background of one of the photos • Add a title to the combined photos • Print finished photo

		Course: Business Applications	

		Strand: Word Processing	

		Topic: Flyers	

		1. Objective: 9-10 Students will be able to format flyers	

4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: Additional Components: Add a component to the flyer utilizing computer skills not covered in the curriculum
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* The student is able to independently create a full page flyer with no major errors or omissions.		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*: The student exhibits no major errors or omissions in the following tasks: - Line spacing - Header/footer information - Title formatted correctly - Properly formatted graphics - Properly formatted text - Page borders - Correct Spelling/grammar - Print documents
	2.5	With help, no more than 1 error on the required document	
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* The student is able to independently create a full page flyer with 2 major errors or omissions**.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* With help, there are no more than 2 errors on the culminating flyer
	1.5	**With help, there are no more than 3 errors on the required parts of the flyer**	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Business Applications		
Strand: Word Processing		
Topic: Research Papers		
2. Objective: 9-10 Students will be able to use Modern Language Association research papers		
4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● To an existing MLA formatted research paper, add 3 paragraphs of research content from at least one additional source ● Take an existing MLA formatted research paper and convert it to an APA formatted research paper
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● The student is able to independently create a MLA formatted research paper with no major errors or omissions.	ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will: The student is able to independently create an MLA Style Report that includes the following requirements: ● double spacing ● correct margins and indents ● Header information with page number ● Title formatted correctly ● Introductory information- Name, teacher name, class name, date ● Works Cited page ● Correct Spelling/grammar
	2.5 With help, no more than 1 error on the required parts of the report	
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● The student is able to independently create and format an MLA research paper with 2 major errors or omissions.	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on the culminating MLA research paper
	1.5 **With help, there are no more than 3 errors on the required parts of the report**	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Even with help, no understanding or skill demonstrated.**	

	Course: Business Applications	
	Strand: Word Processing	
	Topic: Resume and Cover Letter	
**3. Objective: 9-10** Students will be able to format resumes and cover letters

4.0		**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● Additional Components: Create a cover letter and resume tailored to each student's own personal information
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0		*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● The student is able to independently create a cover letter and resume with no major errors or omissions	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*: The student is able to independently create a resume and cover letter that includes the following requirements: ● Familiarity with templates ● Line spacing and tabs ● Header/footer information ● Properly formatted graphics ● Properly formatted text ● Formatting tables ● Correct Spelling/grammar ● Copy and Paste
	2.5	With help, no more than 1 error on the required document	
2.0		*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● The student is able to independently create a cover letter and resume with 2 major errors or omissions**.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on the cover letter and resume
	1.5	**With help, there are no more than 3 errors on the required parts of the required document**	
1.0		**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0		**Even with help, no understanding or skill demonstrated.**	

		Course: Business Applications	
		Strand: Spreadsheet	
		Topic: Worksheet	
		4. Objective: 9-10 Students will be able to create and format spreadsheet documents	
4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● Include a spreadsheet document in a Word file ● Include a spreadsheet chart in a PowerPoint file ● Format spreadsheets with pictures, clipart, Word Art, and/or background ● Set a variety of print areas for part of a spreadsheet
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● The student is able to independently create a spreadsheet with no major errors or omissions.		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*: The student will: ● Design/Create a spreadsheet using given information from teacher ● Adjust columns and rows ● Merge and center cells ● Use of fill handle ● Format text using themes and styles ● Conditional formatting ● Print Spreadsheets
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● The student is able to independently create a spreadsheet with 2 major errors or omissions.		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on the spreadsheet
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Business Applications
Strand: Spreadsheet
Topic: Charts
5. Objective: 9-10 Students will be able to create spreadsheet charts

4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● Utilize chart formats not covered in the curriculum ● Alter explosion, rotation, elevation of an existing chart
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	

3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes*
	● The student is able to independently create a spreadsheet chart with no major errors or omissions.
			ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to:
			The student will:
			● Be able to independently use a spreadsheet to create a column, bar, and 3-D pie chart which includes the following:
			● Format chart
			   o Axis Titles
			   o Data Labels
			   o Chart Title

	2.5	Student will create a spreadsheet using given information with no more than 1 omission of the information**.**	
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● The student is able to independently create a chart with 2 major errors or omissions**.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on a chart
	1.5	Student will create a spreadsheet using given information with no more than 3 omissions of the information**.**	
1.0	With help, student creates a spreadsheet using given information with more than 3 omissions of the information**.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Business Applications

Strand: Spreadsheet

Topic: Formulas

6. Objective: 9-10 Students will be able to calculate and analyze spreadsheet documents

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught.		Sample Tasks
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● Calculate spreadsheet utilizing absolute cell references and IF statement formulas
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Demonstrate knowledge of formulas and calculated functions with no major errors or omissions.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*: ● **Demonstrate their knowledge of the following functions: SUM, AVERAGE, MAX, MIN, IF THEN, NOW** ● **Demonstrate their knowledge to be able to enter a formula in a spreadsheet- addition, subtraction, multiplication, division (Ex. =a2+b2)** ● **Use of fill handle** ● **Absolute and relative cell references** ● **Print formulas and fit to one page**
	2.5	Student will utilize formulas and calculations using given information with no more than 1 error omission of the information	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Student is able to enter either a Function OR enter their own basic formula, but not able to complete both skills**.		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **With help, there are no more than 2 errors in formulas**
	1.5	Student will utilize formulas and calculations using given information with no more than 3 omissions of the information**.**	
Score 1.0	With help, utilize formulas and calculations using given information with more than 3 omissions of the information**.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Business Applications		
Strand: Slide Presentations		
Topic: Text, Graphics, and Multimedia		
10. Objective: 9-10 Students will be able to create and format presentation slide shows		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● Create presentation utilizing shapes, charts, and hyperlinks ● Create slide background, audio, video, and text effects and utilize these in a presentation
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **The student is able to independently create a slideshow presentation with no major errors or omissions.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: **Independently create a multimedia presentation that includes the following requirements:** ● **Choose slide background** ● **Utilize research for a topic** ● **Format text** ● **Copy and paste** ● **Format graphics** ● **Format photos** ● **Choose appropriate layout** ● **Print presentation in multiple formats**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on a presentation
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Business Applications

Strand: Slide Presentations

Topic: Animations, Transitions and Timings

11. Objective: 9-10 Students will be able to format presentation slide shows with animation/transitions

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught.		Sample Tasks
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **The student is able to independently add animations and transitions to a slide show presentation with no major errors or omissions.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Independently create a multimedia project that includes the following requirements:** ● **Transitions** ● **Animations** ● **Multiple layouts** ● **Audio files** ● **Background designs** ● **Timings**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **With help, there are no more than 2 errors on the required parts of the presentation**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on a presentation
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Business Applications		
Topic: Google Software		
12. Objective: 9-10 Students will be able to use Google programs		
4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● Utilize more advanced Google programs
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● The student is able to utilize basic Google programs	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: ● **Create Google Docs, Sheets and Slides** ● **Manage Google email** ● **Attach documents for communication** ● **Express email etiquette** ● **Demonstrate communication skills**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● The student is able to independently create a form with only two major errors or omissions.	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on the combined document
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Even with help, no understanding or skill demonstrated.**	

	Course: Business Applications	
	Strand: Imagine Editing	
	Topic: Editing Digital Photos	
	12. Objective: 9-10 Students will be able to edit photos	

4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● Utilize more advanced photo editing techniques such as masking, filters, special effects
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● The student is able to utilize basic image editing tools	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: **Edit photos with the following components:** ● **Download quality photo from the Internet** ● **Move one photo to the downloaded photo file** ● **Eliminate the background of one of the photos** ● **Add a title to the combined photos** ● **Print finished photo**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● The student is able to independently edit photos with 2 major errors or omissions**.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on the combined photo
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Even with help, no understanding or skill demonstrated.**	

Business Law *Course Overview*	
Grade level(s): 10-12	**Credits earned:** ½ per semester
Course Rationale	**Course Description**
The Business Law course helps students develop critical thinking skills. Students get a competitive edge over students who have only a vague idea of how law works. As a result, they are more valuable to and valued by their employers.	Business Law is designed to introduce the students to subject matter including many legal principles, which are expressed in clear and understandable language. The student studies the rights and duties of members of society, tort law (civil law), criminal law, and court systems. Students will also study concepts in contract law.
Transfer Goals/Big Ideas	

Students will be able to independently use their learning to understand…

- Court systems
- Trial procedures
- Criminal law
- Tort law
- Contract law

Priority Missouri Learning Standards/National Standards

MLS Business Law - Court Systems 1-6
MLS Business Law - Criminal Law 1-8
MLS Business Law - Tort Law 1-5
MLS Business Law - Contract Law 1-10

Unit 1: Court Systems
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
MLS Business Law - Court Systems 1-6	Court Systems	
	Enduring Understandings	**Essential Questions**
	Students will understand … *State system* *Federal system*	*Students will consider…* *What are the levels of the courts systems?* *What are the jurisdictions that apply?*
Learning Targets		

Students will…

- **Students will be able to classify characteristics of the federal and state court systems.**
- **Students will be able to identify trial procedures for both criminal and civil trials.**

Unit Duration:

6 weeks

	Unit 2: Criminal Law *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
MLS Business Law - Criminal Law 1-8	Criminal Law	
	Enduring Understandings	**Essential Questions**
	Students will understand that… *Crimes against people* *Crimes against property* *Crimes against government*	*Students will consider…* *What are the elements of criminal law?* *How are accused criminals protected by the law?* *How are crimes against people prosecuted?* *How are crimes against property prosecuted?* *How are crimes against the government prosecuted?*

Learning Targets
Students will… ● **Students will be able to differentiate between crimes against people versus crimes against property.**

Unit Duration:
3 weeks

Unit 3: Tort Law
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
MLS Business Law - Tort Law 1-5	Tort Law	
	Enduring Understandings	**Essential Questions**
	Students will understand … *Money* *Specific performance* *Injunction*	*Students will consider…* *How do civil cases begin?* *What are the possible results of a civil case?* *What are the Alternative Dispute Resolutions?*

Learning Targets
Students will…   • **Students will be able to distinguish between negligence and intentional torts and describe the available remedies in tort law.**

Unit Duration:
3 weeks

	Unit 4: Contract Law *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
MLS Business Law - Contract Law 1-10	Contract Law	
	Enduring Understandings	**Essential Questions**
	Students will understand that… *Offer* *Acceptance* *Capacity* *Consideration* *Legality*	*Students will consider…* *What makes a contract valid?* *How do contracts begin?* *How do contracts end?*

Learning Targets
Students will… ● **Students will be able to explain offers and acceptances and the rules related to offers and acceptances, in addition to when genuine agreement occurs.** ● **Students will be able to compare and contrast the elements of capacity, consideration, and legality as they relate to contracts.**

Unit Duration:
6 weeks

	Assessment Evidence
Rubric/Scoring	**Assessment**
Court Systems and Trial Procedures	● **Define jurisdiction** ● **Describe the structure of the federal court system** ● **Explain the role of the United States Supreme Court** ● **Define the common structure of most state court systems** ● **Identify alternative dispute resolution techniques** ● **Differentiate between civil and criminal cases** ● **Describe the steps in a civil lawsuit** ● **Explain the rights of criminal defendants** ● **List the steps in a criminal prosecution**
Criminal Law	● **Explain the differences between categories of crime** ● **Distinguish federal from state criminal law** ● **Describe the elements of a crime** ● **Determine several defenses to criminal acts**
Tort Law	● **Distinguish between a tort and a crime.** ● **Differentiate between and give examples of negligence and intentional torts.** ● **Explain a person's rights and duties in relation to tort law.** ● **Describe remedies available in tort law.** ● **List the main intentional torts against people and property.**
Contract Law	● **Explain the requirements of an offer.** ● **Explain the requirements of an acceptance.** ● **Recognize the difference between unilateral and bilateral mistakes.** ● **Identify the rights of minors and others with limited capacity in relation to contracts.** ● **Recognize when consideration is present or not present in contractual agreements.** ● **Deduce when statutes, usury, gambling, licensing, and Sunday statutes affect contract legality.**

			Learning Plan		
Week(s)	**Topic**	**Resources/Texts**	**Learning Targets**	**Assessment**	
6 weeks	Court Systems and Trial Procedures	Cengage - Law for Business and Personal Use - 19e	● Students will be able to classify characteristics of the federal and state court systems. ● Students will be able to identify trial procedures for both criminal and civil trials.	● Define jurisdiction ● Describe the structure of the federal court system ● Explain the role of the United States Supreme Court ● Define the common structure of most state court systems ● Identify alternative dispute resolution techniques ● Differentiate between civil and criminal cases ● Describe the steps in a civil lawsuit ● Explain the rights of criminal defendants ● List the steps in a criminal prosecution	
3 weeks	Criminal Law		● Students will be able to differentiate between crimes against people versus crimes against property.	● Explain the differences between categories of crime ● Distinguish federal from state criminal law ● Describe the elements of a crime ● Determine several defenses to criminal acts	

3 weeks	Tort Law		● Students will be able to distinguish between negligence and intentional torts and describe the available remedies in tort law.	● Distinguish between a tort and a crime. ● Differentiate between and give examples of negligence and intentional torts. ● Explain a person's rights and duties in relation to tort law. ● Describe remedies available in tort law. ● List the main intentional torts against people and property.
6 weeks	Contract Law		● Students will be able to explain offers and acceptances and the rules related to offers and acceptances, in addition to when genuine agreement occurs. ● Students will be able to compare and contrast the elements of capacity, consideration, and legality as they relate to contracts.	● Explain the requirements of an offer. ● Explain the requirements of an acceptance. ● Recognize the difference between unilateral and bilateral mistakes. ● Identify the rights of minors and others with limited capacity in relation to contracts. ● Recognize when consideration is present or not present in contractual agreements. ● Deduce when statutes, usury, gambling, licensing, and Sunday statutes affect contract legality.

		Course: Business Law	

Course: Business Law
Strand: Court Systems
Topic: The Law and the Courts
1. Objective: Students will be able to classify characteristics of the federal and state court systems

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught.		Sample Tasks
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to classify characteristics of the federal and state court systems.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Define jurisdiction** ● **Describe the structure of the federal court system** ● **Explain the role of the United States Supreme Court** ● **Define the common structure of most state court systems** ● **Identify alternative dispute resolution techniques**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Student inconsistently shows the ability to classify characteristics of the federal or state court systems.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors:** ● **Define jurisdiction** ● **Describe the structure of the federal court system** ● **Explain the role of the United States Supreme Court** ● **Define the common structure of most state court systems** ● **Identify alternative dispute resolution techniques**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Business Law		
Strand: Court Systems		
Topic: Trial Procedures		
2. Objective: Students will be able to identify trial procedures for both criminal and civil trials.		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* **Students will be able to identify trial procedures for both criminal and civil trials.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** **Differentiate between civil and criminal cases** **Describe the steps in a civil lawsuit** **Explain the rights of criminal defendants** **List the steps in a criminal prosecution**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* **Student inconsistently shows the ability to identify trial procedures for both criminal and civil trials.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors:** **Differentiate between civil and criminal cases** **Describe the steps in a civil lawsuit** **Explain the rights of criminal defendants** **List the steps in a criminal prosecution**
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

	Course: Business Law	
	Strand: Criminal Law	
	Topic: Criminal Law	
	3. Objective: Students will be able to differentiate between crimes against people versus crimes against property.	
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to differentiate between crimes against people versus crimes against property.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Explain the differences between categories of crime** ● **Distinguish federal from state criminal law** ● **Describe the elements of a crime** ● **Determine several defenses to criminal acts**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Student inconsistently shows the ability to differentiate between crimes against people and crimes against property.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors:** ● **Explain the differences between categories of crime** ● **Distinguish federal from state criminal law** ● **Describe the elements of a crime** ● **Determine several defenses to criminal acts**
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Business Law		
Strand: Tort Law		
Topic: Tort Law		
4. Objective: Students will be able to distinguish between negligence and intentional torts and describe the available remedies in tort law.		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to differentiate between negligence and intentional torts.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Distinguish between a tort and a crime.** ● **Differentiate between and give examples of negligence and intentional torts.** ● **Explain a person's rights and duties in relation to tort law.** ● **Describe remedies available in tort law.** ● **List the main intentional torts against people and property.**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Student inconsistently shows the ability to differentiate between negligence and intentional torts.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors:** ● **Distinguish between a tort and a crime.** ● **Differentiate between and give examples of negligence and intentional torts.** ● **Explain a person's rights and duties in relation to tort law.** ● **Describe remedies available in tort law.** ● **List the main intentional torts against people and property.**
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

			Course: Business Law	

Course: Business Law

Strand: Contract Law

Topic: Elements of a Contract and How Contracts Come to an End

5. Objective: Students will be able to explain offers and acceptances and the rules related to offers and acceptances, in addition to when genuine agreement occurs.

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught.		Sample Tasks	
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to recognize when and how a contract comes into existence.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Explain the requirements of an offer.** ● **Explain the requirements of an acceptance.** ● **Recognize the difference between unilateral and bilateral mistakes.** ● **Distinguish between duress and undue influence.** ● **Distinguish between misrepresentation and fraud.**	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Student inconsistently shows the ability to recognize when and how a contract comes into existence.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors:** ● **Explain the requirements of an offer.** ● **Explain the requirements of an acceptance.** ● **Recognize the difference between unilateral and bilateral mistakes.** ● **Distinguish between duress and undue influence.** ● **Distinguish between misrepresentation and fraud.**	
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content		
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**			
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content		
Score 0.0	**Even with help, no understanding or skill demonstrated.**			

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Course: Business Law		
Strand: Contract Law		
Topic: Elements of a Contract and How Contracts Come to an End		
6. Objective: Students will be able to compare and contrast the elements of capacity, consideration, and legality as they relate to contracts.		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student evaluates real world situations not taught in class and applies those concepts and processes identified in the 3.0 range. The student exceeds the requirements in the course curriculum.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to compare and contrast the elements of capacity, consideration, and legality as they relate to contracts.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Identify the rights of minors and others with limited capacity in relation to contracts.** ● **Recognize when consideration is present or not present in contractual agreements.** ● **Deduce when statutes, usury, gambling, licensing, and Sunday statutes affect contract legality.**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Student inconsistently shows the ability to compare and contrast the elements of capacity, consideration, and legality as they relate to contracts.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Student will be able to with some errors:** ● **Identify the rights of minors and others with limited capacity in relation to contracts.** ● **Recognize when consideration is present or not present in contractual agreements.** ● **Deduce when statutes, usury, gambling, licensing, and Sunday statutes affect contract legality.**
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

BUSINESS MANAGEMENT
Course Overview

Grade level(s): 10-12	**Credits earned: ½** credit
Course Rationale	**Course Description**
Studying business management can improve a business owners ability to analyze data, improve financial decisions and make better predictions about the future. Without a business education, you often don't know what you don't know.	This class is designed to introduce basic management principles and to acquaint the student with operating a business successfully. The students study characteristics of business organization, social and ethical responsibilities of business, international environment of business, basic economic concepts, various forms of business organization, effective business communication practices, and human resource management.

Transfer Goals/Big Ideas

Students will be able to independently use their learning to understand…

- *Social and Ethical Responsibilities*
- *International Business*
- *Legal Aspects of Business*
- *Organizational Communications*
- *Management Functions*

Priority Missouri Learning Standards/National Standards

MLS Business Management - Legal, Ethical, and Social Aspects 1-5
MLS Business Management - Economics 1, 2, 4, 5, 6, 8-10
MLS Business Management - Communications 1-9
MLS Business Management - Responsibilities 1-13

Unit 1: Social and Ethical Responsibilities *Desired Results*	
Standards	**Transfer Goal(s) /Big Ideas**

Standards	Transfer Goal(s) /Big Ideas	
MLS Business Management - Legal, Ethical, and Social Aspects 1-5	Social and Ethical Responsibilities	
	Enduring Understandings	**Essential Questions**
	Students will understand… *Human Resources* *Changing American Values* *Sustainability Issues* *Business Ethics* *Social Responsibility*	*Students will consider…* *How do human resource issues influence business practice?* *How do societal values influence business practice?* *What is the nature of business ethics and social responsibilities?*

Learning Targets
Students will… ● **Students will be able to describe the changing nature of population, labor force, and their impact on businesses.** ● **Students will be able to suggest ways in which businesses can be socially responsible.**
Unit Duration:
3 weeks

	Unit 2: International Business
	Desired Results

Standards	Transfer Goal(s) /Big Ideas	
MLS Business Management - Economics 1, 2, 4, 5, 6, 8-10	International Business	
	Enduring Understandings	**Essential Questions**
	Students will understand … *GDP* *Barriers of Trade* *World Organizations*	*Students will consider…* *How can people from different countries' wealth be compared?*

Learning Targets
Students will…   ● **Students will be able to distinguish between different forms through which international business is conducted.**   ● **Students will be able to identify common barriers to international business and reasons for growth.**   ● **Students will be able to differentiate between theories of international trade and balance of trade.**

Unit Duration:
3 weeks

Unit 3: Management Functions
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
MLS Business Management - Responsibilities 1-13	Management Functions	
	Enduring Understandings	**Essential Questions**
	Students will understand … *Planning* *Organizing* *Implementing* *Controlling*	*Students will consider…* *What are the four functions of management?* *How are the four functions applied in business?*

Learning Targets
Students will… ● **Students will be able to describe the four functions of management.** ● **Students will be able to compare/contrast the three leadership styles to determine when each is most effective.**

Unit Duration:
5 weeks

	Unit 4: Legal Aspects of Business	
	Desired Results	

Standards	Transfer Goal(s) /Big Ideas	
MLS Business Management - Legal, Ethical, and Social Aspects 1-5	Legal Aspects of Business	
	Enduring Understandings	**Essential Questions**
	Students will understand … *Monopolies* *Patents* *Copyrights* *Trademarks*	*Students will consider…* *Why do monopolies negatively affect competition?* *When would a monopoly be beneficial?* *What are the three main ways to protect a person's intellectual property rights?*

Learning Targets
Students will… ● **Students will be able to describe how federal laws help control and promote competition.**

Unit Duration:
3 weeks

	Unit 5: Organizational Communications *Desired Results*

Standards	Transfer Goal(s) /Big Ideas
MLS Business Management - Communications 1-9	Organizational Communications

	Enduring Understandings	Essential Questions
	Students will understand … *Verbal* *Written* *Non-verbal* *Listening* *Electronic*	*Students will consider…* *What is the communication process?* *What are the communication channels?* *Using the communication model, what factors lead to poor communication?* *How can you protect electronic communications within your organization?* *How does a manager determine which type of communication network to use in various situations?*

Learning Targets
Students will… ● **Students will be able to describe communication processes/channels and how to identify communication barriers and the means for overcoming them.**

Unit Duration:
4 weeks

	Assessment Evidence
Rubric/Scoring	**Assessment**
Social Changes and Issues	- Explain how the population of the U.S. has changed during the last century. - Distinguish between different geographic areas of the U.S. - Describe what factors make up the labor force and explain why it is an important factor to determine GDP. - Calculate GDP. - Summarize why societal values are important to consider for a business.
Business Ethics	- Describe business ethics. - Provide an ethical solution for a given business ethical issue/dilemma. - Explain why social responsibility is a duty of a business. - Develop a list of specific activities a business must perform when following the CERES Principles.
International Business Conduct	- Match company/product with home country. - Differentiate among joint ventures, wholly-owned subsidiaries and strategic alliances - Explain the parts that comprise a multinational firm.
International Trade	- Compare/contrast the various forms of international trade challenges. - Calculate prices using various foreign rate of exchange. - Explain how the value of the U.S. dollar affects pricing. - Provide examples of various cultural differences and explain how they could affect business practices.
International Trade Theories	Compare/contrast comparative advantage theory with product life cycle theory.

	● Describe balance of payments. Explain why it is an important indicator of a country's financial "picture".
Management Responsibilities	● Describe the primary functions of managers: planning, organizing, implementing, and controlling. ● Compare/contrast the roles of supervisors, executives, and mid-managers
Leadership Styles	● Describe the concept of leadership and important characteristics of leaders. ● Compare/contrast the differences of "power". ● Explain five important human relation skills needed by managers. ● Illustrate the three leadership styles.
Laws That Promote Competition	● Explain how patents, copyrights, and trademarks are beneficial to business by providing a current example. ● Illustrate three methods used by state and local governments to regulate business.
Communication Systems	● Role/play different parts of the communication process to show the difference between effective and ineffective communication. ● Compare/contrast the three major channels of communication. ● Describe the attributes of corporate communication. ● Demonstrate how to effectively deal with conflict through role/play scenarios.

<table>
<tr><td colspan="5" align="center">***Learning Plan***</td></tr>
<tr><td>Week(s)</td><td>Topic</td><td>Resources/Texts</td><td>Learning Targets</td><td>Assessment</td></tr>
<tr>
<td>3 weeks</td>
<td>Social Changes and Issues

Business Ethics</td>
<td>Cengage - Business Management 14e</td>
<td>● **Students will be able to describe the changing nature of population, labor force, and their impact on businesses.**
● **Students will be able to suggest ways in which businesses can be socially responsible.**</td>
<td>● **Explain how the population of the U.S. has changed during the last century.**
● **Distinguish between different geographic areas of the U.S.**
● **Describe what factors make up the labor force and explain why it is an important factor to determine GDP.**
● **Calculate GDP.**
● **Summarize why societal values are important to consider for a business.**

● **Describe business ethics.**
● **Provide an ethical solution for a given business ethical issue/dilemma.**
● **Explain why social responsibility is a duty of a business.**
● **Develop a list of specific activities a business must perform when following the CERES Principles.**</td>
</tr>
<tr>
<td>3 weeks</td>
<td>International Business Conduct

International Trade</td>
<td></td>
<td>● **Students will be able to identify common barriers to international business and reasons for growth.**

● **Students will be able to differentiate between theories of international trade and balance of trade.**</td>
<td>● **Match company/product with home country.**
● **Differentiate among joint ventures, wholly-owned subsidiaries and strategic alliances.**
● **Explain the parts that comprise a multinational firm.**
● **Compare/contrast the various forms of international trade challenges.**
● **Calculate prices using various foreign rate of exchange.**</td>
</tr>
</table>

				● Explain how the value of the U.S. dollar affects pricing. ● Provide examples of various cultural differences and explain how they could affect business practices.
5 weeks	Management Responsibilities Leadership Styles		● Students will be able to describe the four functions of management. ● Students will be able to compare/contrast the three leadership styles to determine when each is most effective.	● Describe the primary functions of managers: planning, organizing, implementing, and controlling. ● Compare/contrast the roles of supervisors, executives, and mid-managers. ● Describe the concept of leadership and important characteristics of leaders. ● Compare/contrast the differences of "power". ● Explain five important human relation skills needed by managers. ● Illustrate the three leadership styles.
3 weeks	Laws That Promote Competition		● Students will be able to describe how federal laws help control and promote competition.	● Explain how patents, copyrights, and trademarks are beneficial to business by providing a current example. ● Illustrate three methods used by state and local governments to regulate business.
4 weeks	Communication Systems		● Students will be able to describe communication processes/channels and how to identify communication barriers and the means for overcoming them.	● Role/play different parts of the communication process to show the difference between effective and ineffective communication. ● Compare/contrast the three major channels of communication. ● Describe the attributes of corporate communication. ● Demonstrate how to effectively deal with conflict through role/play scenarios.

Course: Business Management

Strand 1: Social and Ethical Responsibilities

Topic: Social Changes and Issues

Objective 1: Students will be able to describe the changing nature of population, labor force, and their impact on businesses.

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught.		Sample Tasks
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **Students will select form the following topics and write a summary on how/why that topic is significant to business in the United States.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* **The student:** ● **will be able to describe the changing nature of the population, the labor force, and their impact on businesses.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Explain how the population of the U.S. has changed during the last century.** ● **Distinguish between different geographic areas of the U.S.** ● **Describe what factors make up labor force and explain why it is an important factor to determine GDP.** ● **Calculate GDP.** ● **Summarize why societal values are important to consider for a business.**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	

Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*
	● **Recognize or recall specific terminology such as:**
	  ○ Baby boom, baby bust, Frost Belt, Sun Belt, Rust Belt, labor force, labor participation rate, glass ceiling, sticky floor syndrome, comparable worth, Gross Domestic Product
			2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:
			● **Match descriptions to the following terms:**
			  ○ Baby boom, baby bust, Frost Belt, Sun Belt, Rust Belt, labor force, labor participation rate, glass ceiling, sticky floor syndrome, comparable worth, Gross Domestic Product

	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

	Course: Business Management	
	Strand 1: Social and Ethical Responsibilities	
	Topic: Business Ethics	
	Objective 2: Students will suggest ways in which businesses can be socially responsible.	
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **Students will consider any business they are familiar with and write a report detailing ways it is socially responsible. Students will present material to class.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* **The student:** ● **will be able to suggest ways in which businesses can be socially responsible.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Describe business ethics.** ● **Provide an ethical solution for a given business ethical issue/dilemma.** ● **Explain why social responsibility is a duty of a business.** ● **Develop a list of specific activities a business must perform when following the CERES Principles.**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	

Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*
	● **Recognize or recall specific terminology such as:**
	  o Ethics, code of ethics, business confidentiality, social responsibility, stakeholders, non-governmental organizations (NGOs)
		2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:
		● **Match descriptions to the following terms:**
		  o Ethics, code of ethics, business confidentiality, social responsibility, stakeholders, non-governmental organizations (NGOs)

	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Business Management

Strand 2: International Environment of Business

Topic: International Business Conduct

Objective 3: Students will be able to distinguish between different forms through which international business is conducted.

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught.		Sample Tasks
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student will write a research paper describing in detail a multinational firm and present findings.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to distinguish between the different forms through which international business is conducted.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Match company/product with home country.** ● **Differentiate among joint ventures, wholly-owned subsidiaries and strategic alliances.** ● **Explain the parts that comprise a multinational firm.**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Recognize or recall specific terminology such as:** o International business, export, import, international licensing, joint venture, wholly-owned subsidiary, strategic alliances, multinational firm, home country, host country, parent firm, subsidiaries		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **Match descriptions to the following terms:** o International business, export, import, international licensing, joint venture, wholly-owned subsidiary, strategic alliances, multinational firm, home country, host country, parent firm, subsidiaries
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

		Course: Business Management	

		Strand 2: International Environment of Business	

		Topic: International Trade	

Objective 4: Students will be able to identify common barriers to international business and reasons for growth.

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student will create a pamphlet using computer software. It should "showcase" a country of their choice. Include should be specifics describing trade challenges/growth, rate of exchange, cultural differences, main good imported/exported.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to identify common barriers to international business and reasons for growth.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Compare/contrast the various forms of international trade challenges.** ● **Calculate prices using various foreign rate of exchange.** ● **Explain how the value of the U.S. dollar affects pricing.** ● **Provide examples of various cultural differences and explain how they could affect business practices.**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	

Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*
	● **Recognize or recall specific terminology such as:**
	  ○ Tariffs, dumping, quota, non-tariff barriers, embargo, sanctions, exchange rate, culture, low-context culture, high-context culture, World-Trade Organization, trading bloc, North American Free-Trade Agreement (NAFTA), World Bank
		2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:
		● **Match descriptions to the following terms:**
		  ○ Tariffs, dumping, quota, non-tariff barriers, embargo, sanctions, exchange rate, culture, low-context culture, high-context culture, World-Trade Organization, trading bloc, North American Free-Trade Agreement (NAFTA), World Bank

	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

	Course: Business Management

	Strand 2: International Environment of Business

	Topic: International Trade Theories

	Objective 5: Students will be able to differentiate between theories of international trade and balance of trade.

Score	4.0. Knowledge and inferences or applications beyond what was taught.	Sample Tasks
Score 4.0		*4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to*: ● **The student will research and present a trade theory (comparative advantage or product life cycle) for a specific country of your choice.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to differentiate between theories of international trade and balance of trade.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Compare/contrast comparative advantage theory with product life cycle theory.** ● **Describe balance of payments. Explain why it is an important indicator of a country's financial "picture".**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	

Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*
	● **Recognize or recall specific terminology such as:**
	  ○ Comparative advantage, product life cycle, balance of payments, current account, capital account
		2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:
		● **Match descriptions to the following terms:**
		  ○ Comparative advantage, product life cycle, balance of payments, current account, capital account

	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

	Course: Business Management	
	Strand 3: Management Functions	
	Topic: Management Responsibilities	
	Objective 6: Students will be able to describe the four functions of management.	
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student will select a function of management and locate an article (current event) that directly relates to it. Write a summary describing how the management function was used – either effectively or ineffectively. Provide feedback/suggestions as to changes you would suggest for a more positive outcome.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to describe the four functions of management.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Describe the primary functions of managers: planning, organizing, implementing, and controlling.** ● **Compare/contrast the roles of supervisors, executives, and mid-managers.**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Recognize or recall specific terminology such as:** 　○ Management, planning, organizing, implementing, controlling, manager, supervisors, executives, mid-manager	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **Match descriptions to following terms:** 　○ Management, planning, organizing, implementing, controlling, manager, supervisors, executives, mid-manager
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Business Management		
Strand 3: Management Functions		
Topic: Leadership Styles		
Objective 7: Students will be able to compare/contrast the three leadership styles to determine when each is most effective.		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: **The student will provide a class presentation (electronic/digital) demonstrating one specific type of leadership style that provides positive results for a particular business giving specific reasons why that style achieves positive results.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* **Students will be able to compare/contrast the three leadership styles to determine when each is most effective.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** **Describe the concept of leadership and important characteristics of leaders.** **Compare/contrast the differences of "power".** **Explain five important human relation skills needed by managers.** **Illustrate the three leadership styles.**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* **Recognize or recall specific terminology such as:** - Leader, leadership, power, position power, reward power, expert power, identity power, autocratic leader, democratic leader, open leader, situational leader	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* **Match descriptions to following terms:** - Leader, leadership, power, position power, reward power, expert power, identity power, autocratic leader, democratic leader, open leader, situational leader
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Business Management		
Strand 4: Legal Aspects of Business		
Topic: Laws That Promote Competition		
Objective 8: Students will be able to describe how federal laws help control and promote competition.		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student will select a "current event" that directly relates to material covered in this chapter. Write a summary of an article.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to describe how federal laws help control and promote competition.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Explain how patents, copyrights, and trademarks are beneficial to business by providing a current example.** ● **Illustrate three methods used by state and local governments to regulate business.**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Recognize or recall specific terminology such as:** o Monopoly, price descrimination, false advertising, patent, copyright, trademark, cookies, interstate commerce, intrastate commerce, and licensing.	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **Match descriptions to following terms:** o Monopoly, price descrimination, false advertising, patent, copyright, trademark, cookies, interstate commerce, intrastate commerce, and licensing.
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

	Course: Business Management	
	Strand 5: Organizational Communications	
	Topic: Communication Systems	
	Objective 9: Students will be able to describe communication processes/channels and how to identify communication barriers and the means for overcoming them.	
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **The student will demonstrate knowledge of material by presenting any topic covered in a graphic with summary of information. Student will present project to class.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to describe the communication process/channels and how to identify communication barriers and the means for overcoming them.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Role/play different parts of the communication process to show the difference between effective and ineffective communication.** ● **Compare/contrast the three major channels of communication.** ● **Describe the attributes of corporate communication.** ● **Demonstrate how to effectively deal with conflict through role/play scenarios.**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Recognize or recall specific terminology such as:** ○ Feedback, distraction, distortion, channel of communication, flame, spam, formal communication network, informal communication network, grapevine, and brainstorming.	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● **Match description to following terms:** ○ Feedback, distraction, distortion, channel of communication, flame, spam, formal communication network, informal communication network, grapevine, and brainstorming.
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Cooperative Career Education
Course Overview

Grade level(s): 11-12	Credits earned: ½ per semester; 1 full credit for year
Course Rationale:	**Course Description**
The instructional emphasis of this course is tailored to the individual students and their career plans and goals. Students will become aware of the critical role that technology will play in their future and will learn practical applications that may be used in all walks of life.	Cooperative Career Education (CCE) is a full year class for Juniors and Seniors who have, or are seeking a career goal or interest. Students will cover a wide range of topics including occupational research, how to find a job, money management, business applications, soft skills, effective communication skills, and the impacts of the global economy. CCE expands opportunities for all students and exposes them to a broad array of career opportunities, work philosophies, and work environments. Job shadowing is also a key unit which provides students opportunities to see the workplace in action.

Transfer Goals/Big Ideas

Students will be able to independently use their learning to…
- Self- assessment
- Exploring careers
- Finding a job
- Joining the workforce
- Life skills
- Technology in the workplace

Priority Missouri Learning Standards/National Standards

MLS CCE - Career Opportunities A404	MLS CCE - Entrepreneurial Processes C101, C104, C201, C204
MLS CCE - Career Decision Making B101-106, B201-207	MLS CCE Entrepreneurial Traits/Behaviors - D101, D103-104,
MLS CCE - Economic Concepts A103, A401-404,	MLS CCE - Ethical Behavior A101-104, A201-203
MLS CCE - Career Opportunities A101-104, A201-205, A301-302, A307, A401, A403	MLS CCE - Laws and Regulations B102-106, B201-205
	MLS CCE - Social Responsibility C101-103
MLS CCE - Career Decision Making - B301-304, B306-307	MLS CCE - Safety and Health A101-104, A201-206, A301-304, A401-405, B101-103, B202-203, B208
MLS CCE - Career Portfolio C101-102, C107-108	MLS CCE - Economic Concepts A101-102, A105-112
MLS CCE - Business Concepts B103, B105	MLS CCE - Occupational Mathematical Computations B101-B106
MLS CCE - Career Portfolio C102-108	MLS CCE - Applied Technology A101-104, 201-203, 301-303

Unit 1: Self Assessment

Standards	Transfer Goal(s) /Big Ideas	
MLS CCE - Career Opportunities A404 *MLS CCE - Career Decision Making B101-106, B201-207* *MLS CCE - Economic Concepts A103, A401-404,*	Self-Assessment	

	Enduring Understandings	**Essential Questions**
	Exploring the world of work *Understanding workplace and career trends* *Discover personal traits and decision making procedures* *Setting lifestyle goals*	How do you distinguish between a job and career? How does your job affect your lifestyle? Why do people work? How does the global economy affect the U.S. job market? What are steps to a good decision making process? How do you determine your values and interest? How to identify aptitude, abilities, and personality traits? How to use personal characteristics to choose potential careers?

Learning Targets

- Students will exhibits understanding of the concepts, in the workplace and with career trends
- Students will use self-assessment tools to discover personal traits, and will be able to match them with potential careers
- Student will be able to utilize the decision-making process and set lifestyle goals
- Students will explain marketing and its importance in the global society

Unit Duration:

6 weeks

Unit 2: Exploring Careers

Standards	Transfer Goal(s) /Big Ideas	
MLS CCE - Career Opportunities A101-104, A201-205, A301-302, A307, A401, A403 *MLS CCE - Career Decision Making - B301-304, B306-307* *MLS CCE - Career Portfolio C101-102, C107-108* *MLS CCE - Business Concepts B103, B105* *MLS CCE - Entrepreneurial Processes C101, C104, C201, C204* *MLS CCE Entrepreneurial Traits/Behaviors - D101, D103-104,*	*Exploring Careers*	
	Enduring Understandings	**Essential Questions**
	Exploring careers and what to research *Understanding entrepreneurship and forms of business ownership* *Conducting a job shadow* *Developing an individual career plan*	What methods are available for researching careers formally and informally? How can part time work experience help you explore career choices? What are key questions to ask while researching careers? What are important characteristics that make up a career profile? What makes a person a good candidate for entrepreneurship? What are advantages and disadvantages of entrepreneurship? What are the ways of becoming a business owner? How do you perform and evaluate a job shadow? How do you evaluate career possibilities? How to establish and create an individual career plan and set intermediate career goals?

Learning Targets
- Students will explore, research and evaluate careers by using the internet, videos and other methods   - Students will define the traits of successful entrepreneurs and summarize the advantages/disadvantages of entrepreneurship   - Students will describe the different ways to become a business owner and ways to form a legal business   - Students will evaluate career choices and make a career plan   - Students will select, perform and evaluate a job shadow experience

Unit Duration:
6-8 weeks

Unit 3: Finding a Job

Standards	Transfer Goal(s) /Big Ideas	
MLS CCE - Career Portfolio C102-108	*Finding a Job*	
	Enduring Understandings	**Essential Questions**
	Finding and applying for a job *How to prepare for and succeed in the interview process*	Why is networking an effective strategy for developing job leads? How do you create and maintain a career network? How to prepare for a job search? How to create effective resumes and cover letters? How do you prepare for job interviews? What are good tips and rules to follow when interviewing? How to respond to typical and tough interview questions?

Learning Targets

- Students will utilize job search strategies
- Students will create resumes and cover letters
- Students will complete applications
- Students will identify and prepare for different phases of the interview process

Unit Duration:

6 weeks

Unit 4: Joining the Workforce

Standards	Transfer Goal(s) /Big Ideas	
MLS CCE - Ethical Behavior A101-104, A201-203 *MLS CCE - Laws and Regulations B102-106, B201-205* *MLS CCE - Social Responsibility C101-103* *MLS CCE - Safety A101-104, A201-206, A301-304, A401-405* *Health B101-103, B202-203, B208*	*Joining the Workforce*	

	Enduring Understandings	**Essential Questions**
	Workplace ethics and developing a positive attitude *Workplace health and safety* *How to prepare for your first day on the job* *What you can expect from your employer* *Desirable employee qualities*	What are the personal qualities employers look for when choosing employees? What ethical traits are important to demonstrate? Why is it important to demonstrate a positive attitude, enthusiasm, and a high self-esteem in the workplace? What are methods to deal with workplace pressures, anger, criticism, and gossip? How does a balanced diet and rest promote good health and career success? What are the rules and procedures for maintaining a safe workspace? How to identify producers and consumers? What is the free-enterprise system? How to make wise shopping decisions? How to understand factors that are used to assess the health of the economy? How to identify different types of fraud, and understand groups and government agencies that protect consumers?

Learning Targets

- Students will explain the role of business in society
- Students will learn how to prepare yourself for the first day on the job
- Students will identify and learn desirable employee qualities
- Students will explore the nature of ethics in the workplace
- Students will discover how to act like a professional on the job

Unit Duration:

6 weeks

Unit 5: Life Skills	

Standards	Transfer Goal(s) /Big Ideas
MLS CCE - Economic Concepts A101-102, A105-112 *MLS CCE - Occupational Mathematical Computations B101-B106*	*Life Skills*

Enduring Understandings	Essential Questions
Economics and the consumer *Managing your money* *Banking and Credit* *Buying insurance*	How do you plan and keep an effective budget? What are strategies for staying within your budget? How do you identify personal changes that might affect your finances? How do you strategize ways to adjust to economic change? What are different methods for saving money? Explain the characteristics of retirement plans? What are the different types of credit? What are advantages and disadvantages of using credit? What are the different types of insurance? How to differentiate the different types of insurance? How do you compare basic types of health and life insurance?

Learning Targets

- Students will explore the different economic systems
- Students will understand the importance of keeping a budget
- Students will describe and implement how manage their money
- Students will explore the different types of insurance

Unit Duration:

6 weeks

Unit 6: Technology in the workplace

Standards	Transfer Goal(s) /Big Ideas	
MLS CCE - Applied Technology A101-104, 201-203, 301-303	*Technology in the workplace*	
	Enduring Understandings	**Essential Questions**
	Technology skills for today's society	What is the role of information systems? How do you use basic operating systems to solve problems? How do you demonstrate basic email functions? How do you perform basic word processing, spreadsheet and presentation applications?
Learning Targets		
● Students will select appropriate technology to produce desired results ● Students will apply technology to accomplish workplace objectives ● Students will prevent or solve technology problems		
Unit Duration:		
4-6 weeks		

	Assessment Evidence
Rubric/Scoring	**Assessment**
Self Assessment	- Take and evaluate online self-assessment test and activities - Match potential careers with self-assessment results - Complete project illustrating knowledge of the decision-making process
Exploring Careers	- Research careers and complete career exploration activities - Demonstrate knowledge of entrepreneurship - Exhibit knowledge of business ownership and ways to form a legal business - Perform and evaluate a job shadow experience - Develop an individual career plan
Finding a Job	- Prepare for and participate in mock interviews - Complete a job application - Complete a professional cover letter - Write and send a professionally worded email with attachments - Present effective job search strategies using presentation software
Joining the Workforce	- Describe ways to manage anxieties and challenges of a first day at work - Describe how to dress for success at work - Prepare a presentation distinguishing between economic goods and services - Explain reasons for ethical dilemmas - Work to together as a team to recognize and respond to ethical dilemmas
Life Skills	- Prepare a professional working budget using a software program of their choosing - Categorize and distinguish the types of economic systems - Use a graphic organizer to explore the different types of credit and insurance - Identify factors that affect a business's profits
Technology in the Workplace	- Utilize common software including word processing, spreadsheet, and presentation software to accomplish workplace objectives - Practice responsible use of technology - Use technology to gather information and make decisions

		Learning Plan		
Week(s)	**Topic**	**Resources/Texts**	**Learning Targets**	**Assessment**
6 weeks	Self Assessment	Virtual Job Shadowing, MBA Research Modules	- Students will exhibits understanding of the concepts, in the workplace and with career trends - Students will use self-assessment tools to discover personal traits, and will be able to match them with potential careers - Student will be able to utilize the decision-making process and set lifestyle goals	- Take and evaluate online self-assessment test and activities - Match potential careers with self-assessment results - Complete project illustrating knowledge of the decision-making process
6-8 weeks	Exploring Careers		- Students will explore, research and evaluate careers by using the internet, videos and other methods - Students will define the traits of successful entrepreneurs and summarize the advantages/disadvantages of entrepreneurship - Students will describe the different ways to become a business owner and ways to form a legal business	- Research careers and complete career exploration activities - Demonstrate knowledge of entrepreneurship - Exhibit knowledge of business ownership and ways to form a legal business - Perform and evaluate a job shadow experience - Develop an individual career plan

6 weeks	Finding a Job		● Students will evaluate career choices and make a career plan ● Students will select, perform and evaluate a job shadow experience ● Students will utilize job search strategies ● Students will create resumes and cover letters ● Students will complete applications ● Students will identify and prepare for different phases of the interview process	● Prepare for and participate in mock interviews ● Complete a job application ● Complete a professional cover letter ● Write and send a professionally worded email with attachments ● Present effective job search strategies using presentation software
6 weeks	Joining the Workforce		● Students will explain the role of business in society ● Students will learn how to prepare yourself for the first day on the job ● Students will identify and learn desirable employee qualities ● Students will explore the nature of ethics in the workplace ● Students will discover how to act like a professional on the job	● Describe ways to manage anxieties and challenges of a first day at work ● Describe how to dress for success at work ● Prepare a presentation distinguishing between economic goods and services ● Explain reasons for ethical dilemmas ● Work to together as a team to recognize and respond to ethical dilemmas
6 weeks	Life Skills		● Students will explore the different economic systems ● Students will understand the importance of keeping a budget	● Prepare a professional working budget using a software program of their choosing

			● Students will describe and implement how manage their money ● Students will explore the different types of insurance	● Categorize and distinguish the types of economic systems ● Use a graphic organizer to explore the different types of credit and insurance ● Identify factors that affect a business's profits
4-6 weeks	Technology in the Workplace		● Students will select appropriate technology to produce desired results ● Students will apply technology to accomplish workplace objectives ● Students will prevent or solve technology problems	● Utilize common software including word processing, spreadsheet, and presentation software to accomplish workplace objectives ● Practice responsible use of technology ● Use technology to gather information and make decisions

Course: Cooperative Career Education	
Strand: Self Assessment	
Topic: Getting to know yourself and the world of work	
Grades 11- 12	

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● Discover and present new methods for discovering personal traits ● Using graphic illustration, present current career trends to the class
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● The students exhibits understanding of the concepts, in the workplace and with career trends ● Students will use self-assessment tools to discover personal traits, and will be able to match them with potential careers ● Student will be able to utilize the decision-making process and set lifestyle goals ● Explain marketing and its importance in the global society	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: ● Take and evaluate online self-assessment test and activities ● Match potential careers with self-assessment results ● Complete project illustrating knowledge of the decision-making process
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● With help student exhibits understanding of the concepts, in the workplace and career trends ● Students partially completes the self-assessment tools to discover personal traits, and matches them with careers ● With guidance students are able to utilize the decision making process	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, students will complete all tasks and assessments required for unit
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Even with help, no understanding or skill demonstrated.**	

		Course: Cooperative Career Education	
		Strand: Exploring Careers	
		Topic: Careers and your future	
		Grades 11- 12	

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● Develop questions and interview and entrepreneur on the advantages and disadvantages, along with challenges of starting and owning their business ● When researching careers, seek the help of business community for additional information
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Students will explore, research and evaluate careers by using the internet, videos and other methods ● Students will define the traits of successful entrepreners and summarize the advantages/disadvantages of entrepreneurship ● Students will describe the different ways to become a business owner and ways to form a legal business ● Students will evaluate career choices and make a career plan ● Students will select, perform and evaluate a job shadow experience		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Research careers and complete career exploration activities ● Demonstrate knowledge of entrepreneurship ● Exhibit knowledge of business ownership and ways to form a legal business ● Perform and evaluate a job shadow experience ● Develop an individual career plan
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● Completes all assessment tasks, but not up to 3.0 expectations as described on rubric		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, students will complete all tasks and assessments required for unit
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Even with help, no understanding or skill demonstrated.**		

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Course: Cooperative Career Education		
Strand: Finding a Job		
Topic: Finding and getting a job		
Grades 11- 12		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● After consulting teacher demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Students will utilize job search strategies ● Students will create resumes and cover letters ● Students will complete applications ● Students will identify and prepare for different phases of the interview process	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Prepare for and participate in mock interviews ● Complete a job application ● Complete a professional cover letter ● Write and send a professionally worded email with attachments ● Present effective job search strategies using presentation software
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● Completes all assessment tasks, but not up to 3.0 expectations as described on rubric	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, students will complete all tasks and assessments required for unit
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Even with help, no understanding or skill demonstrated.**	

	Course: Cooperative Career Education	
	Strand: Joining the Workforce	
	Topic: Beginning a new job and the business environment	
	Grades 11- 12	

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught.		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● After consulting teacher demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Students will explain the role of business in society ● Students will learn how to prepare yourself for the first day on the job ● Students will identify and learn desirable employee qualities ● Students will explore the nature of ethics in the workplace ● Students will discover how to act like a professional on the job		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Describe ways to manage anxieties and challenges of a first day at work ● Describe how to dress for success at work ● Prepare a presentation distinguishing between economic goods and services ● Explain reasons for ethical dilemmas ● Work to together as a team to recognize and respond to ethical dilemmas
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● Completes all assessment tasks, but not up to 3.0 expectations as described on rubric		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, students will complete all tasks and assessments required for unit
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Even with help, no understanding or skill demonstrated.**		

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	Course: Cooperative Career Education	
	Strand: Life Skills	
	Topic: The importance of life skills and understanding economics	
	Grades 11- 12	
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● After consulting teacher demonstrates knowledge and understanding of topic that goes above and beyond what was taught in class
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Students will explore the different economic systems ● Students will understand the importance of keeping a budget ● Students will describe and implement how manage their money ● Students will explore the different types of insurance	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Prepare a professional working budget using a software program of their choosing ● Categorize and distinguish the types of economic systems ● Use a graphic organizer to explore the different types of credit and insurance ● Identify factors that affect a business's profits
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● Completes all assessment tasks, but not up to 3.0 expectations as described on rubric	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, students will complete all tasks and assessments required for unit
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Even with help, no understanding or skill demonstrated.**	

	Course: Cooperative Career Education	
	Strand: Business Technology	
	Topic: Technology in the workplace	
	Grades 11- 12	

	4.0. Knowledge and inferences or applications beyond what was taught.	**Sample Tasks**
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	*4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will:* ● Utilize advanced software programs to accomplish personal or workplace objectives
	3.5 — In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Students will select appropriate technology to produce desired results ● Students will apply technology to accomplish workplace objectives ● Students will prevent or solve technology problems	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Utilize common software including word processing, spreadsheet, and presentation software to accomplish workplace objectives ● Practice responsible use of technology ● Use technology to gather information and make decisions
	2.5 — No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● Completes all assessment tasks, but not up to 3.0 expectations as described on rubric	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, students will complete all tasks and assessments required for unit
	1.5 — Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 — With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Even with help, no understanding or skill demonstrated.**	

Cooperative Career Education Internship	
Course Overview	

Grade level(s): 11-12	Credits earned: ½ per semester; 1 full credit per year
Course Rationale	**Course Description**
The rationale for business and marketing instruction in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals. Students will become aware of the critical role that technology will play in their future and will learn practical applications that may be used in all walks of life.	(Practical Art) 1-2 units; 11-12; prerequisite: Must be dual enrolled in the Cooperative Career Education class. Internship is a work experience program designed to put the business student in a paying job. In cooperation with the school and the employer, the student will apply his/her business knowledge as taught in the related business class. Students will work a minimum of 10 hours a week for each credit hour (2 credit maximum) at an approved business job.

Transfer Goals/Big Ideas
Student will seek employment Student will interview for the position Students will maintain employment during the year Students will work 150 hrs. a semester per released hour from school Students will document pay stub information on supplied excel spreadsheets Students will complete the required paperwork per month as required by the teacher

Priority Missouri Learning Standards/National Standards
MLS ES 1, 3, 6, 8

Unit 1: Interview and attain employment
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
MLS ES 1	*Interviews and attains employment*	
	Enduring Understandings	**Essential Questions**
	Student will seek employment *Student will interview for the position* *Student will be hired for the position*	Will students learn how to fill out hard copy, and online applications? Will students be able to prepare for an interview?

Learning Targets
● Students will confirm employment with employer ● Students will sign copy of Cooperative Education Rules Agreement ● Students will show verification of first paycheck

Unit Duration:
2 weeks

	Unit 2: Maintains Employment **_Desired Results_**	

Standards	Transfer Goal(s) /Big Ideas	
MLS ES 1	_Maintains employment_	

	Enduring Understandings	**Essential Questions**
	Students will maintain employment during the year	Will students understand how to maintain employment?

Learning Targets
- Student will work at training station the entire term   - Students will verify information on paystubs   - Students will complete weekly Excel spreadsheets

Unit Duration:
36 weeks

	Unit 3: Works required hours *Desired Results*	
Standards	**Transfer Goal(s) /Big Ideas**	
MLS ES 1	*Works required hours*	
	Enduring Understandings	**Essential Questions**
	Student will work 10 required hours per week per release hour, totaling 150 hours per release hour by the end of the semester	Did the student work the required hours per week, and required total of hours by the end of the semester?
Learning Targets		

- Students will work 10 required hours per week, totaling 150 hours by the end of the semester

- Student will turn in paystubs

- Student will complete weekly excel spreadsheet

Unit Duration:
36 weeks

	Unit 4: Document and understand pay stubs *Desired Results*	

Standards	Transfer Goal(s) /Big Ideas	
MLS ES 8	*Document and understands pay stub information*	

	Enduring Understandings	Essential Questions
	Students will document pay stub information on supplied excel spreadsheets	How do you use a spreadsheet to document hours worked at employment? Did the student accurately complete the required pay stub information on a timely basis? What are the different deductions on a paycheck? What information is included in a paycheck? How do you access an online paycheck system?

Learning Targets

- Student will turn in copies of pay stubs and documents using a spreadsheet

- Students will on a weekly basis, complete Excel spreadsheet to track hours

- Students will document all information from paystub each pay period, including hourly rate, number of hours worked, gross pay, federal taxes, FICA, Medicare, MO taxes, and net pay

Unit Duration:
36 weeks

Unit 5: IMP - Individual Management Plan *Desired Results*		
Standards	**Transfer Goal(s) /Big Ideas**	
MLS ES 6, 3, 8	*IMP - Individual management plan*	
	Enduring Understandings	**Essential Questions**
	Students will complete the required paperwork per month as required by the teacher	*What are the personnel and business policies of your job site?* *What are the characteristics of an effective employee?* *What steps do you take to reach management by interviewing managers at your job site?* *What social and ethical responsibilities are required by your employer?* *What is the importance of rules and regulations in a business?*
Learning Targets		
- Students will understand the personnel and business policies of job site - Students will understand the characteristics of an effective employee - Students will understand the steps to take to reach management by interviewing managers at their job site - Students will be able to identify the social and ethical responsibilities required by employer - Students will understand the importance of rules and regulations in a business		
Unit Duration:		
36 weeks		

	Unit 6: Employer Evaluation *Desired Results*

Standards	Transfer Goal(s) /Big Ideas
MLS ES 8	*Employer Evaluation*

	Enduring Understandings	Essential Questions
	Student will be evaluated by his/her manager using an evaluation form provided by the program coordinator	*Did students work with their employer to understand the evaluation and how to improve during the course of the semester/year?*

Learning Targets
● Students will be evaluated by Employer once per semester, and student will strive for being rated above average on more than half of categories

Unit Duration:
2 weeks

	Assessment Evidence
Rubric/Scoring	**Assessment**
Interviews and Attains Employment	- Students will confirm employment with employer - Students will sign copy of Cooperative Education Rules Agreement - Students will show verification of first paycheck
Maintains employment	- Students will verify information on paystubs - Students will complete weekly Excel spreadsheets
Works required hours	- Students will turn in pay stubs - Students will complete weekly Excel spreadsheet
Documents and understands pay stub information	- Students will on a weekly basis, complete Excel spreadsheet to track hours - Students will document all information from paystub each pay period, including hourly rate, number of hours worked, gross pay, federal taxes, FICA, Medicare, MO taxes, and net pay
IMP- Individual Management Plan	- Students will understand the personnel and business policies of job site - Students will understand the characteristics of an effective employee - Students will understand the steps to take to reach management by interviewing managers at their job site - Students will be able to identify the social and ethical responsibilities required by employer - Students will understand the importance of rules and regulations in a business
Employer Evaluation	Students will be evaluated by Employer once per semester, and student will strive for being rated above average on more than half of categories

	Learning Plan			

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
2 Weeks	Interview and Attain Employment	Virtual Job Shadow, MBA Research Modules,	• Students will confirm employment with employer • Students will sign copy of Cooperative Education Rules Agreement • Students will show verification of first paycheck	• Confirmation of employment with employer • Signed copy of Cooperative Education Rules Agreement • Verification of first paycheck
36 Weeks	Maintains Employment		• Students will verify information on paystubs • Students will complete weekly Excel spreadsheets	• Verification of pay stubs • Completion of weekly Excel spreadsheet
36 Weeks	Works Required Hours		• Students will turn in pay stubs • Students will complete weekly Excel spreadsheet	• Verification of pay stubs • Completion of weekly Excel spreadsheet
36 Weeks	Documents and Understand Pay Stubs		• Students will on a weekly basis, complete Excel spreadsheet to track hours • Students will document all information from paystub each pay period, including hourly rate, number of hours worked, gross pay, federal taxes, FICA, Medicare, MO taxes, and net pay	• Turns in copies of pay stubs and documents in spreadsheets

36 Weeks	IMP- Individual Management Plan		• Students will understand the personnel and business policies of job site • Students will understand the characteristics of an effective employee • Students will understand the steps to take to reach management by interviewing managers at their job site • Students will be able to identify the social and ethical responsibilities required by employer • Students will understand the importance of rules and regulations in a business	• Completes required components of IMP, on time
36 Weeks	Employer Evaluation		• Students will be evaluated by Employer once per semester, and student will strive for being rated above average on more than half of categories	• Program coordinator will provide an evaluation that Employer will complete on the employee once per semester, and employee is rated above average on more than half of categories

	Course: CCE Internship	
	Strand: Interviews and Attains Employment	
	Topic: Student will seek employment	
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	

Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes*
	
	    ● Apply, interview, and obtain employment
		ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:
		    ● Confirmation of employment with employer
		
		    ● Signed copy of Cooperative Education Rules Agreement
		
		    ● Verification of first paycheck

	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	

Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*
	
	    ● Apply, interview, and obtain employment but not in a timely manner
		2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:
		    ● Confirmation of employment with employer
		
		    ● Signed copy of Cooperative Education Rules Agreement
		
		    ● Verification of first paycheck

	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	● **Student does not attain employment**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: CCE Internship			
Strand: Maintains Employment			
Topic: Student will work consistently throughout the semester			
Score 4.0	**4.0. Student is promoted or receives pay increase related to performance**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● Create a storyboard within video editing software
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Students will work consistently thoughout the semester		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Verification of pay stubs ● Completion of weekly Excel spreadsheet
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● There are gaps in employment during the semester		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Inconsistent pay stubs and employment
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	● **Student does not attain employment**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: CCE Internship			
Strand: Works Required Hours			
Topic: Students will work 150 hours per semester per release period from school			
Score 4.0	**4.0.** • Works above and beyond the 10 average hours per week, totaling more than 150 hours in a semester		**Sample Tasks** *4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will:* • Verification of pay stubs • Completion of weekly Excel spreadsheet
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* • Students will work 10 required hours per week, totaling 150 hours by the end of the semester		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* • Verification of pay stubs • Completion of weekly Excel spreadsheet
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* • Fails to document monthly worked hours • Missing scheduled hours		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* • Inconsistent documentation of pay stubs
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	• Works below the 10 average hours required per week		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: CCE Internship		
Strand: Document and understands pay stubs		
Topic: Student documents pay stubs		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will:
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Turns in copies of pay stubs and documents in spreadsheets	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● on a weekly basis, complete Excel spreadsheet to track hours ● document all information from paystub each pay period, including hourly rate, number of hours worked, gross pay, federal taxes, FICA, Medicare, MO taxes, and net pay
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● Fails to document weekly pay stubs ● Missing pay stubs	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● inconsistently completes Excel spreadsheet to track hours ● inconsistently documents all information from paystub each pay period, including hourly rate, number of hours worked, gross pay, federal taxes, FICA, Medicare, MO taxes, and net pay
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	● **Student does not document paystubs**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: CCE Internship		
Strand: IMP (individual management plan)		
Topic: Students will complete the required paperwork per semester as required by the teacher.		
Score **4.0**	**4.0. Knowledge and inferences or applications beyond what was taught.** ● Exceeds expectations of required IMP	**Sample Tasks** *4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will:*
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score **3.0**	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Completes required components of IMP, on time	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Understands the personnel and business policies of job site ● Understands the characteristics of an effective employee ● Understands the steps to take to reach management by interviewing managers at their job site ● Identifies the social and ethical responsibilities required by employer ● Understands the importance of rules and regulations in a business
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score **2.0**	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● Partially completed IMP, or turned in after due date	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Turns in IMPs incomplete and/or late
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score **1.0**	●	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score **0.0**	**Even with help, no understanding or skill demonstrated.**	

	Course: CCE Internship	
	Strand: Employer Evaluation	
	Topic: Employer evaluation of student employee	
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.** ● Student receives above and beyond compliments and scores on excellent on evaluation	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● Rated exemplary in all categories by employer
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Evaluation scores are above average, as defined on evaluation	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Program coordinator will provide an evaluation that Employer will complete on the employee once per semester, and employee is rated above average on more than half of categories
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● Evaluation scores are average, as defined on evaluation	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Rated average or below average in half or more of the evaluation categories
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	● **Student does not maintain employment**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Digital Media--InDesign	
Course Overview	
Grade level(s): 9-12	**Credits earned: ½ per semester**
Course Rationale	**Course Description**
Students will develop a comprehensive set of specific and measurable knowledge, skills, and abilities that are the basis for the development of both the certification exams and learning Adobe InDesign .	Prepares students for ACA (Adobe Certification Associate) in Print and Digital Media Publication. Adobe InDesign is an activity-based syllabus that teaches design and layout techniques for producing high quality documents for print and on-screen delivery. Each activity contains a small task within so students are learning and refining their skills as they complete each task. Each activity also contains student guides to use in order to learn the technical skills required to complete each task. No prerequisite required.
Transfer Goals/Big Ideas	
Students will learn and possibly certify in Adobe InDesign	
Priority Missouri Learning Standards/National Standards	
MLS - Design Concepts 1-2, 6-8 MLS - Typography Concepts 1-9 MLS - Foundational Concepts 1-7, 10 MLS - Managing Images 1-11	

Unit 1: Working in the Document Design Industry
Desired Results

Standards	Transfer Goal(s) /Big Ideas
MLS - Design Concepts 1-8 MLS - Typography Concepts 1-9 MLS - Foundations of Communication 1-6 MLS - Foundational Concepts 1-12 MLS - Managing Images 1-11 MLS - Publication Layout 1-5 MLS - The Printing Process	*Students will learn, practice, and certify in Adobe Photoshop*

	Enduring Understandings	Essential Questions
	Working in the Design Industry Project Setup and Interface Organizing Documents Creating and Modifying Visual Elements Publishing Digital Media	How do you identify the purpose, audience and needs for preparing publications? How do you communicate with colleagues and clients about design plans? How do you determine the type of copyright, permissions, and licensing required to use specific content? What are the key terminologies related to publications?

Learning Targets

This objective covers critical concepts related to working with colleagues and clients as well as crucial legal, technical, and design-related knowledge.

Unit Duration:

2-3 Weeks

Unit 2: Project Setup and Interface
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
MLS - Design Concepts 1-2, 6-8 *MLS - Typography Concepts 1-9* *MLS - Foundational Concepts 1-7, 10* *MLS - Managing Images 1-11*	*Students will learn and possibly certify in Adobe InDesign*	
	Enduring Understandings	**Essential Questions**
	Working in the Design Industry Project Setup and Interface Organizing Documents Creating and Modifying Visual Elements Publishing Digital Media	What are the basic design principles and best practices employed in the design industry? How do you create a document with the appropriate settings for web, print, and mobile?

Learning Targets
This objective covers the interface setup and program settings that assist in an efficient and effective workflow, as well as knowledge about ingesting digital assets for a project.

Unit Duration:
2-3 Weeks

	Unit 3 : Organize Documents *Desired Results*	

Standards	Transfer Goal(s) /Big Ideas	
MLS - Design Concepts 1-2, 6-8 *MLS - Typography Concepts 1-9* *MLS - Foundational Concepts 1-7, 10* *MLS - Managing Images 1-11*	*Students will learn and possibly certify in Adobe InDesign.*	

	Enduring Understandings	Essential Questions
	Working in the Design Industry Project Setup and Interface Organizing Documents Creating and Modifying Visual Elements Publishing Digital Media	How do you successfully navigate, organize, and customize the application workspace? How do you use non-printing design tools in the interface to aid in design or workflow? How do you import assets into a project? How do you manage colors, swatches, and gradients in your designs? How do you manage design elements?

Learning Targets
This objective covers document structure such as layers, tracks, and managing document structure for efficient workflows.

Unit Duration:
4-5 Weeks

Unit 4: Create and Modify Visual Elements in Publications
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
MLS - Design Concepts 1-2, 6-8 *MLS - Typography Concepts 1-9* *MLS - Foundational Concepts 1-7, 10* *MLS - Managing Images 1-11*	*Students will learn and possibly certify in Adobe InDesign*	
	Enduring Understandings	**Essential Questions**
	Working in the Design Industry Project Setup and Interface Organizing Documents Creating and Modifying Visual Elements Publishing Digital Media	How do you manage and modify pages? How do you use core tools and features to layout visual elements? How do you add and manipulate text using appropriate typographic settings? How do you make, manage, and edit selections? How do you transform digital graphics and media within a publication?

Learning Targets
This objective covers core tools and functionality of the application, as well as tools that affect the visual appearance of document elements.

Unit Duration:
4-5 Weeks

Unit 5: Prepare Publications for Completion
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
MLS - Design Concepts 1-2, 6-8 *MLS - Typography Concepts 1-9* *MLS - Foundational Concepts 1-7, 10* *MLS - Managing Images 1-11*	*Students will learn and possibly certify in Adobe InDesign*	
	Enduring Understandings	**Essential Questions**
	Working in the Design Industry Project Setup and Interface Organizing Documents Creating and Modifying Visual Elements Publishing Digital Media	Will students use basic reconstructing and editing techniques to manipulate document content? Will students modify the appearance of design elements by using effects and styles? Will students add interactive or dynamic content or media to a project? Will students create and edit tables?

Learning Targets
This objective covers saving and exporting documents or assets within individual layers or selections

Unit Duration:
2-3 Weeks

Unit 6: Prepare and Package Documents for Printing
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
MLS - Design Concepts 1-2, 6-8 *MLS - Typography Concepts 1-9* *MLS - Foundational Concepts 1-7, 10* *MLS - Managing Images 1-11*	*Students will learn and possibly certify in Adobe InDesign*	
	Enduring Understandings	**Essential Questions**
	Working in the Design Industry Project Setup and Interface Organizing Documents Creating and Modifying Visual Elements Publishing Digital Media	Will students prepare documents for publishing to web, print, and other digital devices? Will students export or save documents to various file formats?

Learning Targets
Prepare documents for publishing to web, print, and other digital devices.

Unit Duration:
2-3 Weeks

	Assessment Evidence

Rubric/Scoring	Assessment
Projects and practice exams in preparation for certification in Adobe InDesign.	*Identify the purpose, audience, and audience needs for preparing publications.*
	Communicate with colleagues and clients about design plans.
	Determine the type of copyright, permissions, and licensing required to use specific content.
	Demonstrate an understanding of key terminology related to publications.
	Demonstrate knowledge of basic design principles and best practices employed in the design industry.
	Create a document with the appropriate settings for web, print, and mobile.
	Navigate, organize, and customize the application workspace.
	Use non-printing design tools in the interface to aid in design or workflow.
	Import assets into a project.
	Manage colors, swatches, and gradients.
	Manage paragraph, character, and object styles.
	Use layers to manage design elements.
	Manage and modify pages.
	Use core tools and features to lay out visual elements.
	Add and manipulate text using appropriate typographic settings.
	Make, manage, and edit selections.
	Transform digital graphics and media within a publication.
	Use basic reconstructing and editing techniques to manipulate document content.
	Modify the appearance of design elements by using effects and styles.
	Add interactive or dynamic content or media to a project.
	Create and edit tables.
	Prepare documents for publishing to web, print, and other digital devices.
	Export or save documents to various file formats.

		Learning Plan		

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
2-3 Weeks	InDesign - Working in the Document Design Industry	ACA Test Prep	*This objective covers critical concepts related to working with colleagues and clients as well as crucial legal, technical, and design-related knowledge.*	*Identify the purpose, audience, and audience needs for preparing publications.* *Communicate with colleagues and clients about design plans.*
2-3 Weeks	InDesign - Project Setup and Interface		*This objective covers the interface setup and program settings that assist in an efficient and effective workflow, as well as knowledge about ingesting digital assets for a project.*	*Determine the type of copyright, permissions, and licensing required to use specific content.* *Demonstrate an understanding of key terminology related to publications.* *Demonstrate knowledge of basic design principles and best practices employed in the design industry.*
4-5 Weeks	InDesign - Organize Documents		*This objective covers document structure such as layers, tracks, and managing document structure for efficient workflows.*	*Create a document with the appropriate settings for web, print, and mobile.* *Navigate, organize, and customize the application workspace.* *Use non-printing design tools in the interface to aid in design or workflow.*
4-5 Weeks	InDesign - Create and Modify Visual Elements in Publications		*This objective covers core tools and functionality of the application, as well as tools that affect the visual appearance of document elements.*	*Import assets into a project.* *Manage colors, swatches, and gradients.* *Manage paragraph, character, and object styles.* *Use layers to manage design elements.* *Manage and modify pages.* *Use core tools and features to lay out visual elements.*

2-3 Weeks	InDesign - Prepare Publications for Completion		*This objective covers saving and exporting documents or assets within individual layers or selections*	*Add and manipulate text using appropriate typographic settings.* *Make, manage, and edit selections.* *Transform digital graphics and media within a publication.* *Use basic reconstructing and editing techniques to manipulate document content.* *Modify the appearance of design elements by using effects and styles.*
2-3 Weeks	Prepare and Package Documents for Printing		*Prepare documents for publishing to web, print, and other digital devices.*	*Add interactive or dynamic content or media to a project.* *Create and edit tables.* *Prepare documents for publishing to web, print, and other digital devices.* *Export or save documents to various file formats.*

		Course: Digital Media	
		Strand: InDesign Software	
		Topic: Introduction to Publishing Software	
		Objective 1: Students will learn about working in the Document Design Industry	

Score 4.0	*30. knowledge and inferences or applications beyond what was taught*		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● Create a flyer using desktop publishing software and format using the components listed
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Determine the audience of the document** ● **Perform size and document setup settings** ● **Apply the Rule of Thirds to newly created documents** ● **Prepare document with balanced components** ● **Alignment text properly with the document**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: ● **Given a desktop publishing document, students will be able to tell who is the target audience of the document** ● **Given a set of document dimension in picas, pixels and inches, student will set up new documents to match those settings** ● **Identifying the Rule of Thirds, student will indicate what is or is not in balance and why**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Determine the audience of the document** ● **Determine the document setup and size settings** ● **Identify the Rule of Thirds** ● **Identify text alignment options**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Demonstrate skill with no more than 2 errors on assessment ● Create a flyer or a poem following correct elements of document design
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

			Course: Digital Media	
			Strand: Publishing Editor Software	
			Topic: Introduction to Publishing Software	
			Objective 2: Students will utilize Project Setup and Interface	

Score 4.0		*30. knowledge and inferences or applications beyond what was taught*	**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Create a multiple page newsletter. Create illustrations, styles, and alignment settings**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Design desktop publishing documents based on the target audience** ● **Design illustrations for the document as needed for the target audience** ● **Create styles for text as needed for a variety of parts of the desktop publishing document** ● **Insert Smart Guides as needed for aligning objects** ● **Align objects as required for document balance**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* Create a one page newsletter with these components: ● **Describe the age and demographics of target audience of document** ● **Add illustrations to assist in understanding, making sure to consider the target audience** ● **Apply styles for headings, captions, and paragraphs** ● **Insert Smart Guides and align objects for ease of reading and understanding the document**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0		*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Create styles for text as needed for a variety of parts of the desktop publishing document** ● **Insert Smart Guides as needed for aligning objects** ● **Insert illustrations for the document as needed for the target audience.** ● **Apply styles for text as needed for several parts of the document**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Demonstrate skill with no more than 2 errors on assessment
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0		**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0		**Even with help, no understanding or skill demonstrated.**	

Course: Digital Media	
Strand: Publishing Editor Software	
Topic: Introduction to Publishing Software	
3. Objective: 10-12 Students will be able to Organize Documents	

Score 4.0	*30. knowledge and inferences or applications beyond what was taught*	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● Create multiple styles for a brochure with a variety of sections
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Set styles for paragraphs, titles, and bullets** ● **Apply styles to parts of a document** ● **Set styles for leaders**	**ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:** **Create a multiple page brochure with the following style components:** ● **Headings** ● **Paragraphs** ● **Images** ● **Leaders for page numbers** ● **Wrap text**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Identify styles for paragraphs, titles, and bullets** ● **Apply styles to parts of a document** ● **Identify styles for leaders**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Demonstrate skill with no more than 2 errors on assessment
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Digital Media		
Strand: Components in a Publication		
Topic: Adding Publishing Components to a Document		
4. Objective: 10-12 Students will be able to Create and Modify Visual Elements in publications		
Score 4.0	*30. knowledge and inferences or applications beyond what was taught*	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Design 3 different master page setups within the same multiple page brochure**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Setup master pages** ● **Create text components on master pages** ● **Design a variety of layouts for the master pages** ● **Place and thread text in master pages** ● **Create new sections in the master pages**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: ● **Setup master pages for a brochure** ● **Design headings and page numbers** ● **Place text documents into the brochure** ● **Apply styles to master pages** ● **Add new text sections to the master pages**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Identify master pages** ● **Create text components on master pages** ● **Apply a variety of layouts for the master pages** ● **Place and thread text in master pages**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Demonstrate skill with no more than 2 errors on assessment
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Digital Media		
Strand: Components in a Publication		
Topic: Adding Publishing Components to a Document		
5. Objective: 10-12 Prepare Publications for completion		
Score 4.0	*30. knowledge and inferences or applications beyond what was taught*	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Create masthead for a newsletter designed in Photoshop** ● **File Place the masthead into the newsletter across all columns**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Design master pages for newsletter layout ● Prepare margins and columns for newsletter. ● Utilize appropriate type of font family including bold, italics, etc ● File Place text into document. ● Wrap text around images	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Create a multiple page newsletter using correct typography and font settings for published works
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● Identify master pages for newsletter layout ● Prepare margins and columns for newsletter. ● Identify a variety type of font family including bold, italics, etc ● Set appropriate fonts for headings and for paragraph ● File Place text into document.	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Create a one page newsletter applying correct fonts and settings
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Digital Media			
Strand: Finishing Publication			
Topic: Prepare Publications for completion			
6. Objective: 10-12 Students will be able to prepare and package for professional printing			
Score 4.0	*30. knowledge and inferences or applications beyond what was taught*		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● Organize and package a newspaper file for printing company
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Organize fonts and published document file for printing company ● Export document for printing ● Save fonts for printing company		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Package a magazine file for publication ● Create "slug" for printing company
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Identify printing terms, such as slug, bleed, color separation, eps, pdf, .txt, compression and exporting**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Prepare an electronic copy of document to be sent to a printing company via email
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Introduction to Business

Grade level(s): 9-12	Credits earned: ½ credit
Course Rationale	**Course Description**
Introduction to Business is designed to expose the interested student to many functions of modern business. The course shows the student how these functions exist in a changing society and the type of decisions which must be made within that environment.	This is a study of basic business as applied in everyday living. Some of the units studied are our economic systems, operation of businesses, marketing functions, and entrepreneurship.

Transfer Goals/Big Ideas

Students will be able to independently use their learning to understand…

- *Global Environment*
- *Organization and Management*

Priority Missouri Learning Standards/National Standards

MLS Introduction to Business - Economic Awareness 1-12
MLS Introduction to Business - Global Economic Awareness 1-7
MLS Introduction to Business - Business Operations 1-10

	Unit 1: Global Environment *Desired Results*

Standards	Transfer Goal(s) /Big Ideas
MLS Introduction to Business - Economic Awareness 1-12 MLS Introduction to Business - Global Economic Awareness 1-7	Global Environment

	Enduring Understandings	Essential Questions
	Students will understand … *Economic Decisions and Systems* *Economic Activity* *International Business*	*Students will consider…* *Are the students able to compare/contrast economic decisions and systems?* *Can the students demonstrate the ability to understand the laws of supply and demand?* *Do the students have an understanding of economic activity?* *Do the students have a basic understanding of business in the global economy?*

Learning Targets

Students will…

- **Students will be able to compare/contrast economic decisions and systems.**
- **Students will be able to demonstrate the ability to understand the laws of supply and demand.**
- **Students will be able to explain an understanding of economic activity.**
- **Students will be able to illustrate an understanding of business in the global economy.**

Unit Duration:

9 weeks

	Unit 2: Organization and Management *Desired Results*

Standards	**Transfer Goal(s) /Big Ideas**	
MLS Introduction to Business - Business Operations 1-10	Organization and Management	
	Enduring Understandings	**Essential Questions**
	Students will understand … *Business Organization* *Marketing* *Business and Technology*	*Students will consider…* *Are the students able to compare/contrast forms of business ownership?* *Can the students identify organizational structures of businesses?* *Do the students have a basic understanding of marketing concepts?* *Will the students be able to utilize business applications of technology?*

Learning Targets

Students will…

- **Students will be able to compare and contrast the various forms of business ownership.**
- **Students will be able to identify organizational structures of business ownership.**
- **Students will be able to explain various marketing concepts.**
- **Students will be able to show mastery of business applications of technology.**

Unit Duration:
9 weeks

Rubric/Scoring	Assessment
Global Environment	● Sort characteristics of economic systems into either market, command, traditional or mixed economies ● Illustrate specific economic situations using a supply and demand chart/graph ● Explain how market price is derived ● Describe the significance of Gross Domestic Product (GDP) ● Distinguish the four phases of the business cycle – prosperity, recession, depression, and recovery ● Explain the causes of inflation and deflation ● Describe the significance of trading among nations ● Measure trade relations among countries ● Convert foreign exchange rates
Organization and Management	● Compare/contrast the various forms of business ownership ● Describe how a business organization sets direction ● Explain how the principles of effective organization guide a business compare/contrast the various forms of business ownership ● Describe the seven marketing functions ● Describe the process of product planning and production ● Explain how products are priced and distributed ● Describe the elements of a computer system and computer network ● Illustrate various examples of how technology is used in the business environment

				Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
9 weeks	Global Environment	South-Western/ Cengage Learning - Principles of Business - 9e	- Students will be able to compare/contrast economic decisions and systems. - Students will be able to demonstrate the ability to understand the laws of supply and demand. - Students will be able to explain an understanding of economic activity. - Students will be able to illustrate an understanding of business in the global economy.	- Sort characteristics of economic systems into either market, command, traditional or mixed economies - Illustrate specific economic situations using a supply and demand chart/graph - Explain how market price is derived - Describe the significance of Gross Domestic Product (GDP) - Distinguish the four phases of the business cycle – prosperity, recession, depression, and recovery - Explain the causes of inflation and deflation - Describe the significance of trading among nations - Measure trade relations among countries - Convert foreign exchange rates
9 weeks	Organization and Management		- Students will be able to compare and contrast the various forms of business ownership. - Students will be able to identify organizational structures of business ownership.	- Compare/contrast the various forms of business ownership - Describe how a business organization sets direction - Explain how the principles of effective organization guide a

			● Students will be able to explain various marketing concepts. ● Students will be able to show mastery of business applications of technology.	business compare/contrast the various forms of business ownership ● Describe the seven marketing functions ● Describe the process of product planning and production ● Explain how products are priced and distributed ● Describe the elements of a computer system and computer network ● Illustrate various examples of how technology is used in the business environment

Course: Introduction to Business		
Strand 1: Business in the Global Environment		
Topic 1: Economic Decisions and Systems **Objective 1: Students will compare/contrast economic decisions and systems.**		
Level: 9-12		
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	**Sample Tasks**
		● Write a research paper that compares/contrast three different countries economic systems
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● will be able to compare/contrast economic decisions and systems **The student exhibits no major errors or omissions.**	● Sort characteristics of economic systems into either market, command, traditional or mixed economies
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● recognizes or recalls specific terminology such as: ○ market economy, capitalism, competition, command economy, traditional economy, mixed economy **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Match descriptions to the following economic terms: market economy, capitalism, competition, command economy, traditional economy, mixed economy
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

	Course: Introduction to Business	
	Strand 1: Business in the Global Environment	
	Topic 2: Supply and Demand **Objective 2: Students will be able to demonstrate the ability to understand the laws of supply and demand.**	
	Level: 9-12	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	**Sample Tasks**
		● Locate a current event or issue which shows how supply and demand affects our everyday lives ie. prices for goods, technology, new products
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● will be able to understand supply and demand **The student exhibits no major errors or omissions.**	● Illustrate specific economic situations using a supply and demand chart/graph ● Explain how market price is derived
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● recognizes or recalls specific terminology such as: o consumer, producers, supply, demand, market price **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Match descriptions to the following economic terms: consumer, producers, supply, demand, market price
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

	Course: Introduction to Business	
	Strand 1: Business in the Global Environment	
	Topic 3: Economic Activity	
	Objective 3: Students will be able to explain an understanding of economic activity.	
	Level: 9-12	

Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	**Sample Tasks**
		● Create a multimedia presentation analyzing various economic indicators specific to a country of student's choice
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● will be able to demonstrate an understanding of economic activity **The student exhibits no major errors or omissions.**	● Describe the significance of Gross Domestic Product (GDP) ● Distinguish the four phases of the business cycle – prosperity, recession, depression, and recovery ● Explain the causes of inflation and deflation
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● recognizes or recalls specific terminology such as: o Gross Domestic Product (GDP), inflation, deflation, business cycle, productivity **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Match descriptions to the following economic terms: Gross Domestic Product (GDP), inflation, deflation, business cycle, productivity
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Introduction to Business		
Strand 1: Business in the Global Environment		
Topic 4: International Business **Objective 4: Students will be able to illustrate an understanding of business in the global economy.**		
Level: 9-12		

Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	**Sample Tasks**
		● Write a research paper comparing/contrasting the advantages and disadvantages of multinational corporations
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● will explore business in the global economy **The student exhibits no major errors or omissions.**	● Describe the significance of trading among nations ● Measure trade relations among countries ● Convert foreign exchange rates
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● recognizes or recalls specific terminology such as: o balance of trade, embargo, exchange rate, exports, imports, multinational company **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Match descriptions to the following economic terms: balance of trade, embargo, exchange rate, exports, imports, multinational company
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

	Course: Introduction to Business	
	Strand 2: Business Organization and Management	
	Topic 5: Business Organization **Objective 5: Students will be able to compare and contrast the various forms of business ownership.**	
	Level: 9-12	
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	**Sample Tasks**
		● Create a fictitious business enterprise using one of the forms of business ownership
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● will be able to describe forms of business ownership **The student exhibits no major errors or omissions.**	● Compare/contrast the various forms of business ownership
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● recognizes or recalls specific terminology such as: o corporation, franchise, partnership, proprietorship, service business **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Match descriptions to the following economic terms: corporation, franchise, partnership, proprietorship, service business
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Introduction to Business		
Strand 2: Business Organization and Management		
Topic 6: Business Organization **Objective 6: Students will be able to identify organizational structures of business ownership.**		
Level: 9-12		
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	**Sample Tasks**
		● Create an original organization chart that shows the structure of a business, classifications of work and jobs, and the relationship among those classifications
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● will be able to identify organizational structures of businesses **The student exhibits no major errors or omissions.**	● Describe how a business organization sets direction ● Explain how the principles of effective organization guide a business
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● recognizes or recalls specific terminology such as: o mission statement, policies, procedures, organization chart **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Match descriptions to the following economic terms: mission statement, policies, procedures, organization chart
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Introduction to Business		
Strand 2: Business Organization and Management		
Topic 7: Marketing **Objective 7: Students will be able to explain various marketing concepts.**		
Level: 9-12		
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	**Sample Tasks**
		● Create a multimedia presentation describing a product's planning, production, pricing, distributing, and promotion
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● will be able to demonstrate an understanding of marketing concepts **The student exhibits no major errors or omissions.**	● Describe the seven marketing functions ● Describe the process of product planning and production ● Explain how products are priced and distributed
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● recognizes or recalls specific terminology such as: o advertising, distribution, marketing mix, price, promotion, target market **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Match descriptions to the following economic terms: advertising, distribution, marketing mix, price, promotion, target market
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Introduction to Business		
Strand 2: Business Organization and Management		
Topic 8: Business and Technology **Objective 8: Students will show mastery of business applications of technology.**		
Level: 9-12		
Score 4.0	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**	**Sample Tasks** ● Write a research paper on how technology has changed the business environment
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student:** ● will be able to utilize business applications of technology **The student exhibits no major errors or omissions.**	● Describe the elements of a computer system and computer network ● Illustrate various examples of how technology is used in the business environment
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** ● recognizes or recalls specific terminology such as: o application software, computer network, e-commerce, management information systems, operating system software, telecommuting **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	● Match descriptions to the following economic terms: application software, computer network, e-commerce, management information systems, operating system software, telecommuting
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Introduction to Technology	
Grade level(s): 9-12	**Credits earned: ½ per semester**
Course Rationale:	**Course Description:**
The Introduction to Technology course helps students to use the core components of the computer, keyboard, and other technology skills. The computer applications will emphasize keyboarding, word processing, spreadsheets, presentation software, and electronic commerce of the Internet.	Introduction to Technology is an introductory course designed to develop basic keyboarding techniques and improve keyboarding speed with learning important components of document formatting. Introduction to Technology students will implement keyboard skills using MicroType software, applying the management of files using Google drive, including email, and develop documents with Microsoft Office.
Transfer Goals/Big Ideas	

Students will be able to independently use their learning to...
- *Keyboarding Technology*
- *File Management*
- *Document Formatting*
- *Email Skills*

Priority Missouri Learning Standards/National Standards

MLS - Input Methods 1-3
MLS - Basic Computer Operation 1-12
MLS - Basic Documents Using Word Processing Applications 1-13

Unit 1: Keyboarding Operations	

Standards	Transfer Goal(s) /Big Ideas	
MLS - Input Methods 1-3 MLS - Basic Computer Operation 1-12 MLS - Basic Documents Using Word Processing Applications 1-13	Keyboarding Technology	
	Enduring Understandings	**Essential Questions**
	Students will understand… *Keyboarding Technique* *Keyboarding Accuracy* *Keyboarding Speed*	*Students will consider…* *How do you type/key with all alphabetic keys with eyes on copy, proper posture, and proper finger technique?* *How do you type/key at a predetermined level speed with accuracy?*

Learning Targets
Students will…   **Students will be able to key all alphabetic keys with eyes on copy, proper posture, and proper finger technique.**   **Students will be able to key at a predetermined level of accuracy and speed.**

Unit Duration:
8 weeks

Unit 2: File Management

Standards	Transfer Goal(s) /Big Ideas	
MLS - Input Methods 1-3 MLS - Basic Computer Operation 1-12 MLS - Basic Documents Using Word Processing Applications 1-13	File Management	
	Enduring Understandings	**Essential Questions**
	Students will understand … *Network Files* *Google Drive*	*Students will consider…* *How do you manage files using the provided network?* *How do you properly organize emails?*

Learning Targets

Students will…
- **Students will be able to save and share documents.**
- **Students will be able to properly organize and use the email system.**

Unit Duration:

2 weeks

Unit 3: Document Formatting	

Standards	Transfer Goal(s) /Big Ideas	
MLS - Input Methods 1-3 MLS - Basic Computer Operation 1-12 MLS - Basic Documents Using Word Processing Applications 1-13	Document Formatting	
	Enduring Understandings	**Essential Questions**
	Students will understand … *Business Letters* *MLA Reports* *Tables*	*Students will consider…* *How do you type/key from unorganized copy, business and personal letters in proper block and modified block formats?* *How do you key MLA reports using appropriate settings?* *How do you edit, create, and format a table?*

Learning Targets
Students will… ● **Students will be able to key business letters from unorganized copy, using proper margins, line spacing and capitalization.** ● **Students will be able to key MLA reports, block, and modified block style letters from unorganized copy, using proper margins, line spacing and capitalization.** ● **Students will be able to create, edit, and format tables.**

Unit Duration:
6 weeks

Unit 4: Email Skills	
Standards	**Transfer Goal(s) /Big Ideas**
MLS - Input Methods 1-3 MLS - Basic Computer Operation 1-12 MLS - Basic Documents Using Word Processing Applications 1-13	Email Skills

	Enduring Understandings	**Essential Questions**
	Students will understand … *Composition* *Attachments* *Sending/Receiving*	*Students will consider…* *How do you compose, send, and receive emails?* *How do you attach varied documents in an email?*

Learning Targets

Students will…
- **Students will be able to use email accounts to send and receive messages and attachments.**
- **Students will be able to attach varied documents in an email.**

Unit Duration:

2 weeks

	Assessment Evidence
Rubric/Scoring	**Assessment**
Keyboarding Technology	Student will be able to: • Keep eyes on copy • Use proper posture • Demonstrate correct finger technique • Key at a predetermined level of speed • Demonstrate the ability to key accurately
File Management	• Save documents on school drives, Google drives, and be able to share documents • Organize files properly
Document Formatting	• Key business and personal letters in block style • Key business and personal letters in modified block style • Key MLA reports • Create and format tables
Email Skills	• Compose email messages • Send/receive messages • Send and open attachments

	Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
8 weeks	Keyboarding Technology	Learn Key - Microsoft Modules	• Students will be able to key all alphabetic keys with eyes on copy, proper posture, and proper finger technique. • Students will be able to key at a predetermined level of accuracy and speed.	• Keep eyes on copy • Use proper posture • Demonstrate correct finger technique • Key at a predetermined level of speed • Demonstrate the ability to key accurately
2 weeks	File Management		• Students will be able to save and share documents. • Students will be able to properly organize and use the email system.	• Save documents on school drives, Google drives, and be able to share documents • Organize files properly
6 weeks	Document Formatting		• Students will be able to key business letters from unorganized copy, using proper margins, line spacing and capitalization. • Students will be able to key MLA reports, block, and modified block style letters from unorganized copy, using proper margins, line spacing and capitalization. • Students will be able to create, edit, and format tables.	• Key business and personal letters in block style • Key business and personal letters in modified block style • Key MLA reports • Create and format tablesCompose email messages

2 weeks	Email Skills		• Students will be able to use email accounts to send and receive messages and attachments. • Students will be able to attach varied documents in an email.	• Send/receive messages • Send and open attachments

	Course: Introduction to Technology	
	Strand: Keyboarding Operations	
	Topic: Keyboarding Technique	
**1. Objective: Students will be able to key all alphabetic keys with eyes on copy, proper posture, and proper finger technique.**

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught.		Sample Tasks
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **Good wrist elevation** ● **Feet on the floor**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to independently key all alphabetic keys with eyes on copy, proper posture, and proper finger technique.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Keep eyes on copy** ● **Use proper posture** ● **Demonstrate correct finger technique**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students inconsistently show the ability to keep eyes on copy, use proper posture, and demonstrate correct finger technique.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Lacks in one of the three assessment items listed as a 3.0.
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

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		Course: Introduction to Technology	
		Strand: Keyboarding Operations	
		Topic: Keyboarding Technique	
		2. Objective: Students will be able to key at a predetermined level of accuracy and speed.	
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **Demonstrate an outstanding speed that goes beyond what is required for a 3.0 speed level.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to independently key at a predetermined level of accuracy and speed.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to:** ● **Key at a predetermined level of speed** ● **Demonstrate the ability to key accurately**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students inconsistently shows the ability to keep at the 3.0 level.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Lacks in one of the two assessment items listed as a 3.0.
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Introduction to Technology	
Strand: Business Letter Formatting Skills	
Topic: Document Formatting	

3. Objective: Students will be able to key from unorganized copy, using proper margins, line spacing and capitalization.			
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **Demonstrate the ability to use other appropriate memo formats in addition to the standard format.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Student will be able to key from unorganized copy, business memorandums in standard format, using proper margins, line spacing and capitalization.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to key memos using:** ● **Proper margins** ● **Appropriate line spacing** ● **Correct capitalization**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Student does not show the ability to set proper margins, use line spacing, or capitalize consistently.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Lacks in one of the two assessment items listed as a 3.0.
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Introduction to Technology	
Strand: Business Letter Formatting Skills	
Topic: Business Letters	
5. Objective: Students will be able to key from unorganized copy, business and personal letters in proper block and modified block formats.	

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **Students will be able to key business and personal letters with no mistakes.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to key from unorganized copy, business and personal letters in proper block and modified block formats.**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to key with two or fewer minor mistakes from unorganized copy:** ● **Business and personal letters in block style** ● **Business and personal letters in modified block style**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students do not always show the ability to accurately format business and personal letters.**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Students will be able to key business and personal letters with no more than two major formatting errors
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Introduction to Technology	

Course: Introduction to Technology

Strand: Business Letter Formatting Skills

Topic: Business Letters

6. Objective: Students will be able to key multiple page business letters

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **Students will be able to key multiple page business letters with no mistakes.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to key multiple page business letters**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to key with two or fewer minor mistakes from unorganized copy:** ● **Multiple page business letters**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Student does not always show the ability to accurately format multiple page business letters**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Students will be able to key multiple page business letters with no more than two major formatting errors
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Introduction to Technology		
Strand: Document Formatting Skills		
Topic: Reports		
7. Objective: Students will be able to key reports using appropriate margin setting, line spacing, page numbering, long quotations, enumerated items, headings and subheadings.		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **Students will be able to key bound and unbound reports with no mistakes.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to key reports using appropriate margin setting, line spacing, page numbering, long quotations, enumerated items, headings and subheadings.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to key with two or fewer minor mistakes from unorganized copy:** ● **MLA style**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Student does not always show the ability to accurately format MLA papers**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Students will be able to key reports with no more than two major formatting errors
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Introduction to Technology			
Strand: Report Formatting Skills			
Topic: MLA Reports			
8. Objective: Students will be able to key a title page using proper format			
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **Students will be able to key a title page with no mistakes.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to key a title page using proper format**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to key with two or fewer minor mistakes from unorganized copy:** ● **Title page**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Student does not always show the ability to accurately format a title page**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Students will be able to key a title page with no more than two major formatting errors
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Introduction to Technology		
Strand: Report Formatting Skills		
Topic: MLA Reports		
9. Objective: Students will be able to key a works cited page using proper format		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **Students will be able to key a works cited page with no mistakes.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to key a works cited page using proper format**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to key with two or fewer minor mistakes from unorganized copy:** ● **Works Cited page**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Student does not always show the ability to accurately format a works cited page**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Students will be able to key a works cited page with no more than two major formatting errors
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

	Course: Introduction to Technology	
	Strand: Table Formatting Skills	
	Topic: Tables	
	10. Objective: Students will be able to create and format a table from unorganized copy	

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **Students will be able to key a table with no mistakes.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	

Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes*
	
	   ● **Students will be able to create and format a table from unorganized copy**
		ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:
		Student will be able to key with two or fewer minor mistakes from unorganized copy:
		   ● **Tables**

	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	

Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*
	   ● **Student does not always show the ability to accurately design a table**
		2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:
		   ● Students will be able to key a table with no more than two major design errors

	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

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Course: Introduction to Technology		
Strand: Table Formatting Skills		
Topic: Tables		
11. Objective: Students will be able to edit the design and format of a table		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **Students will be able to design and format a table with no mistakes.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to edit the design and format of a table**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to design and format with two or fewer minor mistakes from unorganized copy:** ● **Tables**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Student does not always show the ability to accurately design and format a table**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Students will be able to design and format a table with no more than two major design errors
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

	Course: Introduction to Technology	
	Strand: File Management	
	Topic: Network Navigation	
	11. Objective: Students will be able to save and share documents.	
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **Students will be able to save documents on the multiple drives.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to create and save to a file**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to save documents on school drives, Google drives, and be able to share documents**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Student does not always show the ability to create and save to a file**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Students will be able save documents in various locations with different formats
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

	Course: Introduction to Technology	
	Strand: Email	
	Topic: Composition, Attachments and Sending/Receiving	
	4. Objective: Students will be able to use email accounts to send and receive messages and attachments.	
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● **Demonstrate the ability to use additional email tools.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Students will be able to use email accounts to send and receive messages and attachments.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* **Student will be able to use email accounts to:** ● **Send/receive messages** ● **Send and open attachments**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Students do not always show the ability to send and receive messages and attachments accurately.**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Lacks in one of the two assessment items listed as a 3.0.
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Marketing 1
Course Overview

Grade level(s): 10- 12	Credits earned: ½ per semester; 1 full credit for year
Course Rationale	**Course Description**
The rationale for marketing courses in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals. The basic principles of marketing will be studied and a variety of marketing careers will be explored.	This course emphasizes marketing principles and introduces students to marketing careers, one of the top career areas in the global economy. Topics covered include marketing, economics, careers, communications, selling, promotion, market planning, pricing, and marketing operations. Computer projects, presentations, and teamwork are an important part of this class. DECA, "An Association of Marketing Students," is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences, and competition on a district, state, and national level.

Transfer Goals/Big Ideas	
Students will be able to independently use their learning to… ● research and explore careers ● marketing basics ● product service management ● concepts of price	● place and distribution ● promotion ● sales ● DECA

Priority Missouri Learning Standards/National Standards
MLS Marketing 1 Career and Professional Development 1-3, 5, 12 *MLS Marketing 1 Communications 1-9, 11, 13* *MLS Marketing 1 Marketing Concepts 2, 4-6, 8, 10-11, 14-17, 18-33* *MLS Marketing 1 Economics 1, 3, 6, 7, 10, 12, 15, 17, 20-21, 23, 25, 26, 27-28* *MLS Marketing 1 Product Service Management 1-3, 5-8, 10-23, 26-29, 30, 31* *MLS Marketing 1 Pricing 1-5, 8, 10, 11-17* *MLS Marketing 2 Channel Management 1 - 7* *MLS Marketing 1 Promotion 1-5, 6-11, 16-20, 22, 23, 24, 28, 30, 40-41, 44, 48, 52, 57-60, 62,* *MLS Marketing 1 Sales 1, 2, 5, 7-16, 19-21, 23-29, 31-33, 38, 40, 42-43, 45-51, 53, 55* *DECA Competitive Events Standards 1-9; https://docs.wixstatic.com/ugd/34f2fa_d221acf408e34524b454de06b4745d95.pdf*

<table>
<tr><td colspan="4" align="center">

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Unit 1: Careers
Desired Results
</td></tr>
<tr><td>Standards</td><td colspan="3" align="center">Transfer Goal(s) /Big Ideas</td></tr>
<tr><td rowspan="3">MLS Marketing 1 Career and Professional Development 1-3, 5, 12
MLS Marketing 1Communications 1-9, 13</td><td colspan="3" align="center">Careers</td></tr>
<tr><td align="center">Enduring Understandings</td><td colspan="2" align="center">Essential Questions</td></tr>
<tr><td>

Students will understand...

Traits of successful employees
Marketing occupational objective
Resume
Mock interview
Electronic media/communications
Business letters
</td><td colspan="2">

Students will consider...

What traits are important to the success of employees?
What resources can be used to research and identify current aspects of various occupations of your choosing?
How do you develop a resume that is business ready?
How can you successfully participate in interviews, including in person and phone?
What are the proper components of a business email?
How do you develop a cover letter that is professional?
</td></tr>
<tr><td colspan="4" align="center">Learning Targets</td></tr>
<tr><td colspan="4">

- **Students will be able to list and describe traits important to the success of employees**
- **Students will research and be able to identify aspects of an occupation**
- **Students will be able to develop a resume**
- **Students will be able to successfully participate in a mock interview**
- **Students will be able to write and send a professionally worded email with attachments**
- **Students will be able to develop a professional cover letter**
</td></tr>
<tr><td colspan="4">Unit Duration:</td></tr>
<tr><td colspan="4">3 Weeks</td></tr>
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	Unit 2: Marketing Basics *Desired Results*

Standards	Transfer Goal(s) /Big Ideas
MLS Marketing 1 Marketing Concepts 2, 4-6, 8, 10-11, 18-33 MLS Marketing 1 Economics 1, 3, 7, 10, 12, 15, 17, 20-21, 23, 25, 27-28 MLS Marketing 1 Communications 1-4, 6-9 MLS Marketing 1 Product Service Management 30-31	Marketing Basics

	Enduring Understandings	Essential Questions
	Students will understand… *Marketing mix* *Marketing strategies* *Marketing plan* *SWOT analysis* *Target markets* *Segmenting markets*	*Students will consider…* *How would you identify and explain the marketing mix?* *How will identifying target markets and determining marketing mix choices help develop a marketing strategy?* *What are the basic elements of a marketing plan and how do they contribute to a company's success?* *How would you develop a SWOT analysis for use in the marketing planning process?* *How do a target market and a market segment play an important role in the market planning process?*

Learning Targets

- **Students will be able to develop a PowerPoint presentation that defines and explains the Four Ps of their original and unique product**
- **Students will be able to demonstrate understanding of marketing strategies by identifying a target market and setting marketing mix choices focusing on those markets**
- **Students will be able to develop a marketing plan for a case study**
- **Students will be able to correctly analyze and categorize the strength, weaknesses, opportunities, and threats (SWOT) facing the company**
- **Students will develop a graphic organizer to profile a customer**
- **Students will be able to identify the appropriate strategy to segment a given business's possible markets and specifically target their marketing efforts**

Unit Duration:

4 weeks

Unit 3: Product Service Management
Desired Results

Standards	Transfer Goal(s) /Big Ideas
MLS Marketing 1 Product Service Management 1-3, 5-8, 10-23, 26-29, 31 MLS Marketing 1 Economics 7, 17, 26 MLS Marketing 1 Communications 1-4, 6-9, 11	Product Service Management

	Enduring Understandings	Essential Questions
	Students will understand that… *Product positioning* *Branding, Packaging, and Labeling* *Stages of product life cycle*	*Students will consider…* *What factors are used by marketers to position products and services?* *How would you describe the role of branding, packaging, and labeling in the marketing of a product?* *How do marketing executives manage a product's lifecycle?*

Learning Targets

- **Students will be able to generate and present a new product design with specific grades, standards, warranties, guarantees, and bundling that will consider the customer**
- **Students will be able to identify the stages of a product's lifecycle.**
- **Students will be able to determine the factors used by marketers to position products and services**

Unit Duration:

3 Weeks

Unit 4: Price	
Unit 4: Price ***Desired Results***	

Standards	Transfer Goal(s) /Big Ideas	
MLS Marketing 1 Pricing 1-5, 8, 10, 11-17 MLS Marketing 1 Economics 6, 10, 15 MLS Marketing 1 Communications 1-4, 6-9	Price	
	Enduring Understandings	**Essential Questions**
	Students will understand that… *Factors affecting price* *Pricing strategies* *Pricing objectives*	*Students will consider…* *How would you determine the cost of a product including breakeven, ROI, and markup?* *What is the function of pricing and what role does it play in marketing?* *How do pricing objectives relate to customers' perceptions of value?*

Learning Targets
● **Students will be able to determine the cost of a product from an existing company, including breakeven, ROI and markup** ● **Students will be able to demonstrate knowledge of the function of pricing and the role it plays in marketing** ● **Students will be able to illustrate the consumer demographics, pricing, and determine how the company's pricing objectives relate to the consumers' perceptions of value**

Unit Duration:
3 weeks

Unit 5: Place/Distribution
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
MLS Marketing 2 Channel Management 1 - 7 MLS Marketing 1 Communications 1-4, 6-9	Place/Distribution	
	Enduring Understandings	**Essential Questions**
	Students will understand that… *Concepts of distribution* *Channels of distribution* *Inventory control systems*	*Students will consider…* *How would you describe the nature and scope of channels of distribution, and what are the legal and ethical considerations?* *What are the channels of distribution?* *How would you describe the use of technology in the channel management function and inventory control?*

Learning Targets
● **Students will be able to demonstrate their understanding of traditional and different types of marketing channels, including the legal and ethical considerations** ● **Students will be able to describe the use of technology in the channel management function and inventory control**

Unit Duration:
2 Weeks

	Unit 6: Promotion *Desired Results*

Standards	Transfer Goal(s) /Big Ideas
MLS Marketing 1 Promotion 1-3, 5, 6-11, 16-20, 22, 23, 24, 28, 30, 40-41, 44, 48, 52, 57-60, 62, MLS Marketing 1 Marketing Concepts 16, 30 MLS Marketing 1 Economics 10 MLS Marketing 1 Product Service Management 14 MLS Marketing 1 Communications 1-4, 6-9, 13	Promotion

Enduring Understandings	Essential Questions
Students will understand… *Promotional activities* *Promotional mix* *Visual merchandising* *Advertising media* *Promotional campaign*	*Students will consider…* *How would the role of promotion link to the marketing function?* *What are the elements of the promotional mix and how do they play a vital role in a business's success?* *How is visual merchandising used in retailing?* *What type of media planning strategies should be utilized to enhance a return on marketing investment?* *How do you develop and plan a successful promotional campaign?*

Learning Targets

- **Students will be able to identify how promotion links to the marketing function**
- **Students will be able to explain the elements of the promotional mix and their vital role in business**
- **Students will demonstrate all aspects of the promotional mix**
- **Students will develop and plan a successful promotional campaign**

Unit Duration:

6 Weeks

Unit 7: Sales
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
MLS Marketing 1 Sales 1, 2, 5, 7-16, 19-21, 23-29, 31-33, 38, 40, 42-43, 45-51, 53, 55 MLS Marketing 1 Marketing Concepts 14-15, 17 MLS Marketing 1 Communications 1-4, 6-9, 13 MLS Marketing 1 Promotion 4	Sales	
	Enduring Understandings	**Essential Questions**
	Students will understand… *Selling process* *Plan and conduct a sales presentation* *Customer relationship management* *Specialized selling techniques*	*Students will consider…* *What is the selling process and how can this be used to motivate buying behavior?* *What is the impact of a sales cycle in the professional sales environment?* *What techniques can be utilized to improve customer relationships and satisfaction?* *What negotiation skills should be used to persuade a customer to purchase goods/services?*

Learning Targets

- **Students will be able to explain what the selling process is and how it can motivate buying behavior**
- **Students will be able to identify the impact of a sales cycle**
- **Students will demonstrate what techniques can be utilized to improve customer relationships and satisfaction**
- **Students will be able to explain negotiation skills needed to persuade customers to purchase goods/services**

Unit Duration:

6 Weeks

 ⊙	**Unit 8: DECA** *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
DECA Competitive Events Standards 1-9	DECA/Human Relations	
	Enduring Understandings	**Essential Questions**
	Students will understand that… *Professional development* *DECA Role-plays* *DECA competition*	*Students will consider…* *How is joining a professional organization, DECA, aiding in professional development?* *How do you explain effective communications in a business environment?* *How will you be able to interpret marketing information and use personal human relations skills in a DECA role-play event?* *How will you use your marketing skills and knowledge in a presentation to a judge at a DECA competition?*

Learning Targets
● **Students will be able to demonstrate active listening skills, make oral presentations, follow directions and participate in group discussions**   ● **Students will be able to interpret marketing information and use personal human relations skills in a DECA role-play event**   ● **Students will demonstrate marketing skills, including terminology and situations, through DECA core exams and competitive presentations**

Unit Duration:
6 Weeks

	Assessment Evidence
Rubric/Scoring	**Assessment**
Careers	- List and describe traits important to the success of employees - Research and identify aspects of an occupation - Develop a resume - Participate in mock interviews - Write and send a professionally worded email with attachments - Create a professional cover letter
Marketing Basics	- Develop a PowerPoint presentation that defines and explains the Four Ps of their original and unique product - In a project, demonstrate understanding of marketing strategies by identifying a target market and setting marketing mix choices focusing on those markets - Develop a marketing plan for a case study - Correctly analyze and categorize the strengths, weaknesses, opportunities, and threats (SWOT) facing the company - Use a graphic organizer to profile a customer - Select an appropriate strategy to segment a given business's possible markets and specifically target their marketing efforts
Product Service Management	- Generate and present a new product design with specific grades, standards, warranties, guarantees, and bundling that will consider the customer need - Complete activity on generic vs. brand name products
Price	- Choose a product from an existing company and determine the cost, including breakeven, ROI, and markup - Complete pricing project according to the rubric that demonstrates knowledge of the function of pricing and the role it plays in marketing

Place/Distribution	● Choose an existing company and research the consumer demographics, pricing, and determine how the company's pricing objectives relate to the consumers' perceptions of value ● Complete a distribution and channel member project demonstrating their understanding of traditional and different types of marketing channels ● Complete an activity on the use of technology in the channel management function and inventory control
Promotion	● Create a promotional campaign for a theme park that incorporates all aspects of the promotional mix ● Complete an advertisement project
Sales	● Pass a written assessment with a minimum score of 90% ● Learn about and successfully complete activities for each step of the sales process ● Plan and present a sales presentation for a product of their choosing, utilizing specialized sales techniques
DECA/Human Relations	● Demonstrate active listening skills, make oral presentations, follow directions, and participate in group discussions ● Interpret marketing information and use personal human relations skills in a DECA role-play event ● Broaden their knowledge of marketing terminology and situations through successfully completing DECA core exams

	Learning Plan			
Week(s)	**Topic**	**Resources/Texts**	**Learning Targets**	**Assessment**
3 Weeks	Careers	Knowledge Matters virtual modules, Virtual Job Shadowing, MBA Research Modules	• Students will be able to list and describe traits important to the success of employees • Students will research and be able to identify aspects of an occupation • Students will be able to develop a resume • Students will be able to successfully participate in a mock interview • Students will be able to write and send a professionally worded email with attachments • Students will be able to develop a professional cover letter	• List and describe traits important to the success of employees • Research and identify aspects of an occupation • Develop a resume • Participate in mock interviews • Write and send a professionally worded email with attachments • Create a professional cover letter
4 Weeks	Marketing Basics		• Students will be able to develop a PowerPoint presentation that defines and explains the Four Ps of their original and unique product • Students will be able to demonstrate understanding of marketing strategies by identifying a target market and setting marketing mix choices focusing on those markets • Students will be able to develop a marketing plan for a case study	• Develop a PowerPoint presentation that defines and explains the Four Ps of their original and unique product • In a project, demonstrate understanding of marketing strategies by identifying a target market and setting marketing mix choices focusing on those markets • Develop a marketing plan for a case study

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			• Students will be able to correctly analyze and categorize the strength, weaknesses, opportunities, and threats (SWOT) facing the company • Students will develop a graphic organizer to profile a customer • Students will be able to identify the appropriate strategy to segment a given business's possible markets and specifically target their marketing efforts	• Correctly analyze and categorize the strengths, weaknesses, opportunities, and threats (SWOT) facing the company • Use a graphic organizer to profile a customer • Select an appropriate strategy to segment a given business's possible markets and specifically target their marketing efforts
3 Weeks	**Product Service Management**		• Students will be able to generate and present a new product design with specific grades, standards, warranties, guarantees, and bundling that will consider the customer • Students will be able to identify the stages of a product's lifecycle. • Students will be able to determine the factors used by marketers to position products and services. • Students will be able to determine the cost of a product from an existing company, including breakeven, ROI and markup	• Generate and present a new product design with specific grades, standards, warranties, guarantees, and bundling that will consider the customer need • Complete activity on generic vs. brand name products • Choose a product from an existing company and determine the cost, including breakeven, ROI, and markup

3 Weeks	Price		● Students will be able to demonstrate knowledge of the function of pricing and the role it plays in marketing ● Students will be able to illustrate the consumer demographics, pricing, and determine how the company's pricing objectives relate to the consumers' perceptions of value	● Complete pricing project according to the rubric that demonstrates knowledge of the function of pricing and the role it plays in marketing ● Choose an existing company and research the consumer demographics, pricing, and determine how the company's pricing objectives relate to the consumers' perceptions of value
2 Weeks	Place/Distribution		● Students will be able to demonstrate their understanding of traditional and different types of marketing channels, including the legal and ethical considerations ● Students will be able to describe the use of technology in the channel management function and inventory control	● Complete a distribution and channel member project demonstrating their understanding of traditional and different types of marketing channels ● Complete an activity on the use of technology in the channel management function and inventory control
6 Weeks	Promotion			● Create a promotional campaign for a theme park

			• Students will be able to identify how promotion links to the marketing function • Students will be able to explain the elements of the promotional mix and their vital role in business • Students will demonstrate all aspects of the promotional mix • Students will develop and plan a successful promotional campaign	that incorporates all aspects of the promotional mix • Complete an advertisement project
6 Weeks	Sales		• Students will be able to explain what the selling process is and how it can motivate buying behavior • Students will be able to identify the impact of a sales cycle • Students will demonstrate what techniques can be utilized to improve customer relationships and satisfaction • Students will be able to explain negotiation skills needed to persuade customers to purchase goods/services	• Pass a written assessment with a minimum score of 90% • Learn about and successfully complete activities for each step of the sales process • Plan and present a sales presentation for a product of their choosing, utilizing specialized sales techniques
6 Weeks	DECA/Human Relations		• Students will be able to demonstrate active listening skills, make oral presentations, follow directions and participate in group discussions • Students will be able to interpret marketing information and use	• Demonstrate active listening skills, make oral presentations, follow directions, and participate in group discussions • Interpret marketing information and use personal

			personal human relations skills in a DECA role-play event ● **Students will demonstrate marketing skills, including terminology and situations, through DECA core exams and competitive presentations**	human relations skills in a DECA role-play event ● **Broaden their knowledge of marketing terminology and situations through successfully completing DECA core exams**

Course: Marketing 1		
Strand: Careers		
Topic: Finding and Applying for a Job		
Grades 10-11-12		

4.0	**4.0. Knowledge and inferences or applications beyond what was taught**	**Sample Tasks**
	After consulting teacher student demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class	*4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to*: ● After consulting teacher, demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	***Student exhibits no major errors or omissions.*** ● Students will explore all aspects of finding and applying for a career/job	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*: ● list and describe traits important to the success of employees ● research and identify aspects of an occupation ● develop a resume ● participate in mock interviews ● write and send a professionally worded email with attachments ● create a professional cover letter
	2.5 With help, no more than 1 error on the required document	
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● With help, Students will explore all aspects of finding and applying for a career/job	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, students will complete all tasks and assessments required for unit
	1.5 With help, there are no more than 3 errors	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Even with help, no understanding or skill demonstrated.**	

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Course: Marketing 1		
Strand: Marketing Basics		
Topic: Fundamentals of Marketing		
Grades 10-11-12		

4.0	**4.0. Knowledge and inferences or applications beyond what was taught**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● Additional Components: PowerPoint presentation includes additional components in presentation beyond requirements of rubric
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	*Student exhibits no major errors or omissions.* ● Students will be able to understand the fundamentals of marketing, including the four Ps (marketing mix), marketing strategies, marketing plans, conduct a SWOT analysis, profile customers (target market), and segment a market.	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*: ● develop a PowerPoint presentation that defines and explains the Four Ps of their original and unique product ● in a project, demonstrate understanding of marketing strategies by identifying a target market and setting marketing mix choices focusing on those markets ● develop a marketing plan for a case study ● correctly analyze and categorize the strengths, weaknesses, opportunities, and threats (SWOT) facing the company ● use a graphic organizer to profile a customer ● select an appropriate strategy to segment a given business's possible markets and specifically target their marketing efforts
2.5	With help, no more than 1 error on the required document	
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● Completes all assessment tasks, but not up to 3.0 expectations as described on rubric	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, students will complete all tasks and assessments required for unit
1.5	With help, there are no more than 3 errors	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	Even with help, no understanding or skill demonstrated.	

Course: Marketing 1		
Strand: Product Service Management		
Topic: Product Positioning; Branding, Packaging, Labeling; and Life Cycle		
Grades 10-11-12		
4.0	**4.0. Knowledge and inferences or applications beyond what was taught** On test, student demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class	**Sample Tasks** *4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to*: ● Additional Components: Student will complete all short answer questions on test that relate to higher level thinking
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	*Student exhibits no major errors or omissions.* ● The students will apply knowledge acquired regarding product positioning to complete projects that demonstrate their understanding of product positioning, branding, packaging, labeling, and product life cycle.	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*: ● generate and present a new product design with specific grades, standards, warranties, guarantees, and bundling that will consider the customer need ● complete activity on generic vs. brand name products
	2.5 With help, no more than 1 error on the required document	
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● The student is able to independently exhibit understanding of the concepts of pricing in a written test.	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, students will complete all tasks and assessments required for unit
	1.5 **With help, there are no more than 3 errors**	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Even with help, no understanding or skill demonstrated.**	

		Course: Marketing 1	
		Strand: Pricing	
		Topic: Price Planning, Strategies, and Objectives	
Grades 10-11-12			
4.0	**4.0. Knowledge and inferences or applications beyond what was taught** On test, student demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● Additional Components: Student will complete short answer questions on test that relate to higher level thinking
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0		*Student exhibits no major errors or omissions.* ● The students will apply knowledge acquired regarding pricing to investigate existing companies' pricing planning, factors affecting price, strategies, and objectives.	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*: ● choose a product from an existing company and determine the cost, including breakeven, ROI, and markup ● complete pricing project according to the rubric that demonstrates knowledge of the function of pricing and the role it plays in marketing ● choose an existing company and research the consumer demographics, pricing, and determine how the company's pricing objectives relate to the consumers' perceptions of value
	2.5	With help, no more than 1 error on the required document	
2.0		*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● With help, Students will apply knowledge acquired regarding pricing to investigate existing companies' pricing planning, strategies, and objectives.	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, students will complete all tasks and assessments required for unit
	1.5	**With help, there are no more than 3 errors**	
1.0		**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0		**Even with help, no understanding or skill demonstrated.**	

	Course: Marketing 1		
	Strand: Place/Distribution		
	Topic: Concepts and channels of distribution, Inventory control systems		
Grades 10-11-12			
4.0	**4.0. Knowledge and inferences or applications beyond what was taught** ● The student will complete a student-designed activity that would facilitate channel management in a business setting.	**Sample Tasks**	
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● Complete a student designed activity or project that would facilitate communication in a business setting.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● The students will apply knowledge acquired regarding distribution to investigate channel members and inventory control systems	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*: ● complete a distribution and channel member project demonstrating their understanding of traditional and different types of marketing channels ● complete an activity on the use of technology in the channel management function and inventory control	
	2.5	With help, no more than 1 error on the required document	
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● With help, students will apply knowledge acquired regarding distribution to investigate channel members and inventory control systems	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, students will complete all tasks and assessments required for unit	
	1.5	**With help, there are no more than 3 errors**	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Student did not complete**		

Course: Marketing 1

Strand: Promotion

Topic: Promotional Concepts and Strategies

Grades 10-11-12		
4.0	**4.0. Knowledge and inferences or applications beyond what was taught**	**Sample Tasks**
	On test, student demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class	*4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to*: Additional Components: ● Student will complete short answer questions on test that relate to higher level thinking
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● The student will exhibit understanding of the types of trade and consumer promotional activities, concepts, strategies, and elements of the promotional mix	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*: ● create a promotional campaign for a theme park that incorporates all aspects of the promotional mix ● complete an advertisement project
	2.5 With help, no more than 1 error on the required document	
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* With help, ● The student will exhibit understanding of the types of trade and consumer promotional activities and elements of the promotional mix	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, students will complete all tasks and assessments required for unit
	1.5 **With help, there are no more than 3 errors**	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Even with help, no understanding or skill demonstrated.**	

<table>
<tr><td colspan="3" align="center">Course: Marketing 1</td></tr>
<tr><td colspan="3" align="center">Strand: Selling</td></tr>
<tr><td colspan="3" align="center">Topic: Selling Process, Sales Presentations, and Customer Relationship Management</td></tr>
<tr><td colspan="3">Grades 10-11-12</td></tr>
</table>

4.0		**4.0. Knowledge and inferences or applications beyond what was taught**	**Sample Tasks**

Score		Description	Sample Tasks
4.0		**4.0. Knowledge and inferences or applications beyond what was taught** In sales promotion packet, student demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class	*4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to*: Additional Components: With teacher approval, the student will include additional components in the sales promotion packet beyond what was taught in class.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0		*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● The student exhibits understanding of the concepts of the selling process, how to conduct a sales presentation, and how to manage customer relationships	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*: ● pass a written assessment with a minimum score of 90% ● learn about and successfully complete activities for each step of the sales process ● plan and present a sales presentation for a product of their choosing, utilizing specialized sales techniques
	2.5	With help, no more than 1 error on the required document	
2.0		*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* With help, ● The student exhibits understanding of the concepts of the selling process, how to conduct a sales presentation, and how to manage customer relationships	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to*: ● With help, students will complete all tasks and assessments required for unit
	1.5	**With help, there are no more than 3 errors**	
1.0		**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
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<table>
<tr><td colspan="4">**Course: Marketing 1**</td></tr>
<tr><td colspan="4">**Strand: DECA/Human Relations**</td></tr>
<tr><td colspan="4">**Topic:** Professional development, DECA role plays, DECA core exams</td></tr>
<tr><td colspan="4">**Grades 10-11-12**</td></tr>
<tr><td>**4.0**</td><td colspan="2">**4.0. Knowledge and inferences or applications beyond what was taught**
The student will complete a student-designed activity that would facilitate communication in a business setting.
Student will qualify for the DECA state Career Development Conference (competition)</td><td>**Sample Tasks**
4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:
Complete a student designed activity or project that would facilitate communication in a business setting.
student qualifies for DECA state competition
Students assumes leadership role in DECA chapter</td></tr>
<tr><td></td><td>**3.5**</td><td>In addition to score 3.0 performance, in-depth inferences and applications with partial success.</td><td></td></tr>
<tr><td>**3.0**</td><td colspan="2">*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes*
The student is able to effectively communicate in a business environment using professional human relations skills
effectively use marketing skills and knowledge in DECA role plays and exams</td><td>*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*:
demonstrate active listening skills, make oral presentations, follow directions, and participate in group discussions
interpret marketing information and use personal human relations skills in a DECA role-play event
broaden their knowledge of marketing terminology and situations through successfully completing DECA core exams</td></tr>
<tr><td></td><td>**2.5**</td><td>With help, no more than 1 error on the required document</td><td></td></tr>
<tr><td>**2.0**</td><td colspan="2">*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*
With help,
The student is able to effectively communicate in a business environment using professional human relations skills
effectively use marketing skills and knowledge in DECA role plays and exams</td><td>*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:*
With help, students will complete all tasks and assessments required for unit</td></tr>
<tr><td></td><td>**1.5**</td><td>**With help, there are no more than 3 errors**</td><td></td></tr>
<tr><td>**1.0**</td><td colspan="2">**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**</td><td></td></tr>
<tr><td></td><td>**0.5**</td><td>With help, a partial understanding of the 2.0 content but not the 3.0 content</td><td></td></tr>
<tr><td>**0.0**</td><td colspan="2">**Student did not complete**</td><td></td></tr>
</table>

Marketing Internship
Course Overview

Grade level(s): 11-12	Credits earned: ½ per semester; 1 full credit per year
Course Rationale	**Course Description**
The rationale for marketing courses in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals.	(Practical Art) 1-2 units; 11-12; prerequisite: Must be dual enrolled in a Marketing/Business class. (Marketing 1, Business Management, Merchandising Lab, Sports and Entertainment, or Travel and Tourism.)
	Marketing Internship (11-12) is a work experience program designed to put the marketing education student in a paying marketing job. In cooperation with the school and the employer, the student will apply his/her marketing knowledge as taught in the related marketing class. Students will work a minimum of 10 hours a week for each credit hour (2 credit maximum) at an approved marketing job.
	The second year, students must have satisfactorily completed year 1 of Cooperative Marketing Education, have instructor's approval and be enrolled in a marketing or business class (as listed above). Students continue in paid marketing positions using the skills learned in the marketing class. Students work a minimum of 10 hours for each credit hour (2 credit maximum) at an approved marketing job with cooperation of their employers and the school.
	DECA, "An Association of Marketing Students," is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences, and competition on a district, state, and national level.

Transfer Goals/Big Ideas

Students will be able to use their learning to…
    ● Interview and attain employment
    ● Maintain employment
    ● Work required hours
    ● Understand and document pay stubs
    ● Complete IMPs
    ● Employer Evaluation

Priority Missouri Learning Standards/National Standards
MLS ES 1, 3, 6, 8 - DESE Marketing Internship booklet: https://dese.mo.gov/sites/default/files/MktgInternship.pdf

Unit 1: Interviews and Attains Employment
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
MLS ES 1	Interviews and Attains Employment	
	Enduring Understandings	**Essential Questions**
	Students will understand that…	*Students will consider…*
	he/she must seek employment	*How to fill out hard copy, and online applications?*
	he/she will interview for the position	*How to prepare for an interview?*
	he/she is hired by employer	
Learning Targets		
Students will confirm employment with employer **Students will sign copy of Cooperative Education Rules Agreement** **Students will show verification of first paycheck**		
Unit Duration:		
2 weeks		

Unit 2: Maintains Employment *Desired Results*		
Standards	**Transfer Goal(s) /Big Ideas**	
MLS ES 1	*Maintains employment*	
	Enduring Understandings	**Essential Questions**
	Students will understand that… *he/she will work consistently throughout the semester*	*Students will consider…* *How to maintain employment?*
Learning Targets		
● **Students will verify information on paystubs** ● **Students will complete weekly Excel spreadsheets**		
Unit Duration:		
36 weeks		

Unit 3: Works Required Hours *Desired Results*		
Standards	**Transfer Goal(s) /Big Ideas**	
MLS ES 1	*Works required hours*	
	Enduring Understandings	**Essential Questions**
	Students will understand that… *They must work 10 required hours per week per release hour, totaling 150 hours per release hour by the end of the semester*	*Students will consider…* *Did the student work the required hours per week and required total of hours by the end of the semester?*
Learning Targets		
● **Students will turn in pay stubs** ● **Students will complete weekly Excel spreadsheet**		
Unit Duration:		
36 Weeks		

Unit 4: Documents and Understands Paystubs	
Desired Results	

Standards	Transfer Goal(s) /Big Ideas	
MLS ES 8	*Documents and understands pay stub information*	
	Enduring Understandings	**Essential Questions**
	Students will understand that…	*Students will consider…*
	he/she must document pay stub information on supplied Excel spreadsheets	*Did the student accurately complete the required pay stub information on a timely basis?*

Learning Targets
Students will on a weekly basis, complete Excel spreadsheet to track hours   **Students will document all information from paystub each pay period, including hourly rate, number of hours worked, gross pay, federal taxes, FICA, Medicare, MO taxes, and net pay**

Unit Duration:
36 weeks

Unit 5: IMP- Individual Management Plan *Desired Results*		
Standards	**Transfer Goal(s) /Big Ideas**	
MLS ES 3, 6, 8	*IMP- Individual Management Plan*	
	Enduring Understandings	**Essential Questions**
	Students will understand that… *he/she must accurately complete the required paperwork per semester as required by the teacher*	*Students will consider…* *What are the personnel and business policies of your job site?* *What are the characteristics of an effective employee?* *What steps do you take to reach management by interviewing managers at your job site?* *What social and ethical responsibilities are required by employer?* *Explain the importance of rules and regulations in a business.*
Learning Targets		

- **Students will understand the personnel and business policies of job site**
- **Students will understand the characteristics of an effective employee**
- **Students will understand the steps to take to reach management by interviewing managers at their job site**
- **Students will be able to identify the social and ethical responsibilities required by employer**
- **Students will understand the importance of rules and regulations in a business**

Unit Duration:

36 Weeks

	Unit 6: Employer Evaluation *Desired Results*	

Standards	Transfer Goal(s) /Big Ideas	
MLS ES 8	*Employer Evaluation*	
	Enduring Understandings	**Essential Questions**
	Students will understand that… *he/she will be evaluated by his/her manager using an evaluation form provided by the program coordinator*	*Students will consider…* *Did student work with their employer to understand the evaluation and how to improve during the course of the semester/year?*

Learning Targets
Students will… ● **Students will be evaluated by Employer once per semester, and student will strive for being rated above average on more than half of categories**

Unit Duration:
2 weeks

	Assessment Evidence
Rubric/Scoring	**Assessment**
Interviews and Attains Employment	● Students will confirm employment with employer ● Students will sign copy of Cooperative Education Rules Agreement ● Students will show verification of first paycheck
Maintains employment	● Students will verify information on paystubs ● Students will complete weekly Excel spreadsheets
Works required hours	● Students will turn in pay stubs ● Students will complete weekly Excel spreadsheet
Documents and understands pay stub information	● Students will on a weekly basis, complete Excel spreadsheet to track hours ● Students will document all information from paystub each pay period, including hourly rate, number of hours worked, gross pay, federal taxes, FICA, Medicare, MO taxes, and net pay
IMP- Individual Management Plan	● Students will understand the personnel and business policies of job site ● Students will understand the characteristics of an effective employee ● Students will understand the steps to take to reach management by interviewing managers at their job site ● Students will be able to identify the social and ethical responsibilities required by employer ● Students will understand the importance of rules and regulations in a business
Employer Evaluation	● Students will be evaluated by Employer once per semester, and student will strive for being rated above average on more than half of categories

				Learning Plan
Week(s)	**Topic**	**Resources/Texts**	**Learning Targets**	**Assessment**
2 Weeks	**Interview and Attain Employment**	Virtual Job Shadowing, MBA Research Modules	● **Students will confirm employment with employer** ● **Students will sign copy of Cooperative Education Rules Agreement** ● **Students will show verification of first paycheck**	● **Confirmation of employment with employer** ● **Signed copy of Cooperative Education Rules Agreement** ● **Verification of first paycheck**
36 Weeks	**Maintains Employment**		● **Students will verify information on paystubs** ● **Students will complete weekly Excel spreadsheets**	● **Verification of pay stubs** ● **Completion of weekly Excel spreadsheet**
36 Weeks	**Works Required Hours**		● **Students will turn in pay stubs** ● **Students will complete weekly Excel spreadsheet**	● **Verification of pay stubs** ● **Completion of weekly Excel spreadsheet**
36 Weeks	**Documents and Understand Pay Stubs**		● **Students will on a weekly basis, complete Excel spreadsheet to track hours** ● **Students will document all information from paystub each pay period, including hourly rate,**	● **Turns in copies of pay stubs and documents in spreadsheets**

| 36 Weeks | IMP- Individual Management Plan | | number of hours worked, gross pay, federal taxes, FICA, Medicare, MO taxes, and net pay
● Students will understand the personnel and business policies of job site
● Students will understand the characteristics of an effective employee
● Students will understand the steps to take to reach management by interviewing managers at their job site
● Students will be able to identify the social and ethical responsibilities required by employer
● Students will understand the importance of rules and regulations in a business | ● Completes required components of IMP, on time |
| 36 Weeks | Employer Evaluation | | ● Students will be evaluated by Employer once per semester, and student will strive for being rated above average on more than half of categories | ● Program coordinator will provide an evaluation that Employer will complete on the employee once per semester, and employee is rated above average on more than half of categories |

<table>
<tr><td colspan="4" align="center">**Course: Marketing Internship**</td></tr>
<tr><td colspan="4" align="center">**Strand: Interviews and Attains Employment**</td></tr>
<tr><td colspan="4" align="center">**Topic: Student will seek employment**</td></tr>
<tr><td>**Score 4.0**</td><td colspan="2">**4.0. Knowledge and inferences or applications beyond what was taught.**</td><td align="center">**Sample Tasks**</td></tr>
<tr><td></td><td colspan="2"></td><td>*4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to*:</td></tr>
<tr><td></td><td>**3.5**</td><td>In addition to score 3.0 performance, in-depth inferences and applications with partial success.</td><td></td></tr>
<tr><td>**Score 3.0**</td><td colspan="2">*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes*

● Apply, interview, and obtain employment</td><td>*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:*
● Confirmation of employment with employer

● Signed copy of Cooperative Education Rules Agreement

● Verification of first paycheck</td></tr>
<tr><td></td><td>**2.5**</td><td>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content</td><td></td></tr>
<tr><td>**Score 2.0**</td><td colspan="2">*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*

● Apply, interview, and obtain employment but not in a timely manner</td><td>*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:*
● Confirmation of employment with employer

● Signed copy of Cooperative Education Rules Agreement

● Verification of first paycheck</td></tr>
<tr><td></td><td>**1.5**</td><td>Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content</td><td></td></tr>
<tr><td>**Score 1.0**</td><td colspan="2">● **Student does not attain employment**</td><td></td></tr>
<tr><td></td><td>**0.5**</td><td>With help, a partial understanding of the 2.0 content but not the 3.0 content</td><td></td></tr>
<tr><td>**Score 0.0**</td><td colspan="2">**Even with help, no understanding or skill demonstrated.**</td><td></td></tr>
</table>

	Course: Marketing Internship		
	Strand: Maintains Employment		
	Topic: Student will work consistently throughout the semester		
Score 4.0	**4.0. Student is promoted or receives pay increase related to performance**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● Create a storyboard within video editing software
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Students will work consistently throughout the semester		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Verification of pay stubs ● Completion of weekly Excel spreadsheet
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● There are gaps in employment during the semester		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Inconsistent pay stubs and employment
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	● **Student does not attain employment**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

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		Course: Marketing Internship	
		Strand: Works Required Hours	
		Topic: Students will work 150 hours per semester per release period from school	
Score 4.0	**4.0.** • Works above and beyond the 10 average hours per week, totaling more than 150 hours in a semester		**Sample Tasks** *4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will:* • Verification of pay stubs • Completion of weekly Excel spreadsheet
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* • Students will work 10 required hours per week, totaling 150 hours by the end of the semester		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* • Verification of pay stubs • Completion of weekly Excel spreadsheet
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* • Fails to document monthly worked hours • Missing scheduled hours		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* • Inconsistent documentation of pay stubs
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	• Works below the 10 average hours required per week		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Marketing Internship	
Strand: Document and understands pay stubs	
Topic: Student documents pay stubs	

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will:
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Turns in copies of pay stubs and documents in spreadsheets	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● on a weekly basis, complete Excel spreadsheet to track hours ● document all information from paystub each pay period, including hourly rate, number of hours worked, gross pay, federal taxes, FICA, Medicare, MO taxes, and net pay
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● Fails to document weekly pay stubs ● Missing pay stubs	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● inconsistently completes Excel spreadsheet to track hours ● inconsistently documents all information from paystub each pay period, including hourly rate, number of hours worked, gross pay, federal taxes, FICA, Medicare, MO taxes, and net pay
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	● **Student does not document paystubs**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

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		Course: Marketing Internship	
		Strand: IMP (individual management plan)	
		Topic: Students will complete the required paperwork per semester as required by the teacher.	
Score 4.0		**4.0. Knowledge and inferences or applications beyond what was taught.** ● Exceeds expectations of required IMP	**Sample Tasks** *4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will:* ●
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Completes required components of IMP, on time	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Understands the personnel and business policies of job site ● Understands the characteristics of an effective employee ● Understands the steps to take to reach management by interviewing managers at their job site ● Identifies the social and ethical responsibilities required by employer ● Understands the importance of rules and regulations in a business
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0		*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● Partially completed IMP, or turned in after due date	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Turns in IMPs incomplete and/or late
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0		●	
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0		**Even with help, no understanding or skill demonstrated.**	

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	Course: Marketing Internship	
	Strand: Employer Evaluation	
	Topic: Employer evaluation of student employee	
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.** ● Student receives above and beyond compliments and scores on excellent on evaluation	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● Rated exemplary in all categories by employer
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Evaluation scores are above average, as defined on evaluation	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Program coordinator will provide an evaluation that Employer will complete on the employee once per semester, and employee is rated above average on more than half of categories
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● Evaluation scores are average, as defined on evaluation	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Rated average or below average in half or more of the evaluation categories
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	● **Student does not maintain employment**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Merchandising Lab
Course Overview

Grade level(s): 11-12	Credits earned: ½-1 credit
Course Rationale	**Course Description**
The rationale for marketing courses in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals.	MERCHANDISING LAB (Practical Art) 1 unit; 11-12; prerequisite: Marketing 1, or approval of instructor or counselor to enroll. Retail Merchandising Lab gives the students an opportunity to handle cash/credit operations, set-up displays, prepare advertisements, use the computer to keep accurate accounting records, select and order merchandise to sell in the store, as well as work with the public on a daily basis. Students must be honest, dependable, hardworking and creative. DECA, "An Association of Marketing Students," is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences, and competition on a district, state, and national level.

Transfer Goals/Big Ideas

Students will be able to independently use their learning to…
- Understand merchandising and retailing
- Understand operations
- Understand records of accounting
- Understand selling and promotions

Priority Missouri Learning Standards/National Standards

MLS RETAIL- STRATEGY 5, Inventory control 3, Market Research 1, 2, 3, PERSONAL SELLING D-J, Services A-I, Policies A-D, Security A-D, Buying & Pricing A-G, Accounting & bookkeeping A-I, Promotion A-G

	Unit 1: Merchandising and Retailing *Desired Results*

Standards	Transfer Goal(s) /Big Ideas
MLS RETAIL- STRATEGY 5 *Inventory control 3* *Market Research 1, 2, 3* *PERSONAL SELLING D-J*	Merchandising and Retailing

	Enduring Understandings	Essential Questions
	Students will understand…. *How to create an inviting and profitable store* *The importance of merchandising*	*Students will consider…* *How do you track merchandise?* *How do you check weekly stock and inventory?* *How do you prevent shrinkage in the store?* *How should accounting records be kept in the school store?*

Learning Targets
● **Students will be able to track merchandise** ● **Students will be able to check weekly stock and inventory** ● **Students will identify how to prevent shrinkage in the store** ● **Students will keep accurate and up to date accounting records for school store**

Unit Duration:
9 Weeks

Unit 2: Operations
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
Services A-I *Policies A-D* *Security A-D*	Operations	
	Enduring Understandings	**Essential Questions**
	Students will understand that… *proper operating procedures contribute to the profitability of the store*	*Students will consider…* *How do you prepare the store so you are ready for customers during each lunch shift?* *How do you set up the cash drawer at the beginning and the ending of the day?* *What are the steps students should make to minimize errors in daily procedures?* *What are possible activities/situations which might cause shortages and how do you report any incidents to management and faculty?*

Learning Targets

- **Students will be able to prepare the store prior to each lunch shift**
- **Students will be able to set up the cash drawer at the beginning and accurately count drawer at the end of the day**
- **Students demonstrate procedures with taking steps to minimize errors**

Unit Duration:

9 Weeks

Unit 3: Accounting Records		
Desired Results		

<table>
<tr><td colspan="1">Standards</td><td colspan="2">Transfer Goal(s) /Big Ideas</td></tr>
<tr><td rowspan="4">Buying & Pricing A-G
Accounting & bookkeeping A-I</td><td colspan="2">Accounting Records</td></tr>
<tr><td>Enduring Understandings</td><td>Essential Questions</td></tr>
<tr><td>Students will…

Relate accounting records to management decisions that are made in retail operations</td><td>Students will consider…

How do you utilize financial records, including sales and purchase reports, cash reports, income statements, and balance sheets?
What is needed to determine profitable and non-profitable merchandise?</td></tr>
</table>

Learning Targets

- **Students will be able to demonstrate how to utilize financial records- sales reports, purchase reports, and cash reports to create income statements and balance sheets**
- **Students will be able to analyze reports and determine profitable and non-profitable merchandise**

Unit Duration:

9 Weeks

Unit 4: Selling and Promotions *Desired Results*		
Standards	**Transfer Goal(s) /Big Ideas**	
Accounting & bookkeeping A-I *Promotion A-G*	Selling and Promotions	
	Enduring Understandings	**Essential Questions**
	Students will understand… *Selling and Promotion* *Customer Relations and Repeat Business*	*Students will consider…* *What are the fundamentals of customer service?* *How do you greet a customer?* *How do you plan and create an advertising event for the school store?* *How do you use POS System and RevTrak to accurately check a customer out?*
Learning Targets		
Students will be able to identify the fundamentals of customer service **Students will be able to demonstrate how to greet a customer** **Students will develop and execute an advertising even for the school store** **Students will be able to accurately check out customers using the POS System and RevTrak**		
Unit Duration:		
9 Weeks		

	Assessment Evidence
Rubric/Scoring	**Assessment**
Merchandising	- Check in merchandise, comparing packing slip/invoice to quantities ordered - Turn in all paperwork for proper handling for the paying of bills - Take weekly stock counts of merchandise, compare to minimum desired quantities and order proper merchandise - Take and calculate inventory on a semester basis - Identify ways to prevent shrink in the store; report any undesirable situations/incidents to the proper authorities
Operations	- Take a cash handling test prior to operating the cash register - Accurately stock the cash drawer, balance the drawer at the end of a shift, purchase change when necessary - Understand all procedures for opening and closing the school store - Review all policies applying to employees of the store, acknowledge and sign the policy form and abide by all policies set forth by management and faculty - List possible activities/situations which might cause shortages and report any incidents to management and faculty
Accounting	- Demonstrate how to utilize financial records- sales reports, purchase reports, and cash reports to create income statements and balance sheets - Analyze reports and determine profitable and non-profitable merchandise
Selling and Sales Promotion	- Sell to customers of the store using acceptable selling procedures - Us the POS system to accurately check-out customers - Plan and create sales promotion and advertising events for the school store

		Learning Plan			

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
9 Weeks	**Merchandising**	**MBA Research Modules**	● **Students will be able to track merchandise** ● **Students will be able to check weekly stock and inventory** ● **Students will identify how to prevent shrinkage in the store** ● **Students will keep accurate and up to date accounting records for school store**	● **Check in merchandise, comparing packing slip/invoice to quantities ordered** ● **Turn in all paperwork for proper handling for the paying of bills** ● **Take monthly stock counts of merchandise, compare to minimum desired quantities and order proper merchandise** ● **Take and calculate inventory on a monthly basis** ● **Identify ways to prevent shrink in the store; report any undesirable situations/incidents to the proper authorities**
9 Weeks	**Operations**		● **Students will be able to prepare the store prior to each lunch shift** ● **Students will be able to set up the cash drawer at the beginning and accurately count drawer at the end of the day** ● **Students demonstrate procedures with taking steps to minimize errors**	● **Take a cash handling test prior to operating the cash register** ● **Accurately stock the cash drawer, balance the drawer at the end of a shift, purchase change when necessary** ● **Understand all procedures for opening and closing the school store** ● **Review all policies applying to employees of the store, acknowledge and sign the policy form and abide by all policies set forth by management and faculty**

9 Weeks	Accounting		● Students will be able to demonstrate how to utilize financial records- sales reports, purchase reports, and cash reports to create income statements and balance sheets ● Students will be able to analyze reports and determine profitable and non-profitable merchandise	● List possible activities/situations which might cause shortages and report any incidents to management and faculty ● Demonstrate how to utilize financial records- sales reports, purchase reports, and cash reports to create income statements and balance sheets ● Analyze reports and determine profitable and non-profitable merchandise
9 Weeks	Selling and Sales Promotion		● Students will be able to identify the fundamentals of customer service ● Students will be able to demonstrate how to greet a customer ● Students will develop and execute an advertising even for the school store ● Students will be able to accurately check out customers using POS System RevTrak	● Sell to customers of the store using acceptable selling procedures ● Us the POS system and RevTrak to accurately check-out customers ● Plan and create sales promotion and advertising events for the school store

Course: Merchandising Lab		
Strand: Merchandising and Retailing		
Topic: Creating and running a profitable store		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● After consulting teacher demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Students will create an inviting and profitable store ● Students will understand the importance of merchandising	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Check in merchandise, comparing packing slip/invoice to quantities ordered ● Turn in all paperwork for proper handling for the paying of bills ● Take weekly stock counts of merchandise, compare to minimum desired quantities and order proper merchandise ● Take and calculate inventory on a monthly basis ● Identify ways to prevent shrink in the store; report any undesirable situations/incidents to the proper authorities ● Employee Evaluation form completed monthly
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● With help, students will create an inviting and profitable store ● With help, students will understand the importance of merchandising	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, students will complete all tasks and assessments required for unit
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

	Course: Merchandising Lab	
	Strand: Operations	
	Topic: Operating Procedures needed for profitable store	
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● After consulting teacher demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Students will understand the role of proper operating procedures and their contribution to the profitability of the school store	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Take a cash handling test prior to operating the cash register ● Accurately stock the cash drawer, balance the drawer at the end of a shift, purchase change when necessary ● Understand all procedures for opening and closing the school store ● Review all policies applying to employees of the store, acknowledge and sign the policy form, and abide by all policies set forth by management and faculty ● List possible activities/situations which might cause shortages and report any incidents to management and faculty ● Employee Evaluation form monthly
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● With help, students will understand the role of proper operating procedures and their contribution to the profitability of the school store	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, students will complete all tasks and assessments required for unit
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Merchandising Lab		
Strand: Accounting Records		
Topic: Accounting records and relationship to decisions made in retail operation		

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: • After consulting teacher demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* • Students will relate accounting records to management decisions that are made in a retail operation		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* • Demonstrate how to utilize financial records- sales reports, purchase reports, and cash reports to create income statements and balance sheets • Analyze reports and determine profitable and non-profitable merchandise • Employee Evaluation completed monthly
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* • With help, students will relate accounting records to management decision that are made in a retail operation		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* • With help, students will complete all tasks and assessments required for unit
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Merchandising Lab			
Strand: Selling and Promotions			
Topic: Selling and Promotion and relationship with profitability			
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● After consulting teacher demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Students will demonstrate an understanding of selling and promotion along with their relationship with profitability		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Sell to customers of the store using acceptable selling procedures ● Us the POS system to accurately check-out customers ● Plan and create sales promotion and advertising events for the school store ● Employee Evaluation completed monthly
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● With help, Students will demonstrate an understanding of selling and promotion along with their relationship with profitability		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, students will complete all tasks and assessments required for unit
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Multimedia--Premiere Pro/After Effects

Grade level(s): 9-12	Credits earned: ½ credit
Course Rationale	**Course Description**
Students will develop a comprehensive set of specific and measurable knowledge, skills, and abilities that are the basis for the development of both the certification exams and learning Adobe Premiere Pro and/or Adobe After Effects.	Prepares students for the ACA (Adobe Certification Associate) Video Certification using Adobe Premiere Pro. This is an activity-based curriculum that teaches technical skills used for video production, editing, and effects. Students will complete a variety of related projects using various editing skills. Learn to create short films, public service announcements (PSAs), commercials, marketing campaigns and much more.Students will be introduced to working with special effects using Adobe After Effects. No prerequisite required.

Transfer Goals/Big Ideas

SStudents will learn Adobe Premiere Pro and/or Adobe After Effects

Priority Missouri Learning Standards/National Standards

DESE Multimedia Standards:
Video Files 11   Video Files 8
Concepts 1   Animation 1-7
Concepts 2   Managing Images 1-7
Concepts 3   Audio 1-7
Concepts 4   Media Files 1-6
Video Files 1   Video Files 4
Video Files 2   Video Files 5
Video Files 3   Video Files 6

Unit 1: Adobe Premiere Pro	
Standards	**Transfer Goal(s) /Big Ideas**

Standards	Transfer Goal(s) /Big Ideas
DESE Multimedia Standards: *Video Files 11 Video Files 8* *Concepts 1 Animation 1-7* *Concepts 2 Managing Images 1-7* *Concepts 3 Audio 1-7* *Concepts 4 Media Files 1-6* *Video Files 1 Video Files 4* *Video Files 2 Video Files 5* *Video Files 3 Video Files 6*	*Students will learn, practice, and certify in Adobe Premiere Pro.*

Enduring Understandings	Essential Questions
Working in the Video Industry *Project Setup and Interface* *Organizing Video Projects* *Creating and Modifying Visual Elements* *Publishing Digital Media*	How do you identify the purpose, audience and needs for preparing visual effects and motion projects? How do you identify the purpose, audience and needs for preparing visual effects and motion graphics projects? How do you effectively communicate with colleagues and clients about project plans? How do you determine the type of copyright, permissions, and licensing required to use specific content? How do you demonstrate an understanding of key terminology related to digital audio and video? Will students create and edit a project with the appropriate settings for video? Will students navigate, organize, and customize the application workspace? Will students use non-visible design tools in the interface to aid in video workflow? Will students import assets into a project? Will students use the Timeline panel? Will students modify digital media within a project? Will students use basic reconstructing and editing techniques to manipulate digital audio and video? Will students create and modify keyframes for motion graphics? Will students export digital video to various file formats? *All Essential Questions in Unit 2 may also apply to this unit.*

Learning Targets
Students will be able to learn about Working in the Video Industry Students will utilize Video Setup and Interface Students will be able to Organize Video Projects Students will Create and Modify Visual Elements in Video Students will be able to Publish Digital Media
Unit Duration:
16 weeks

Unit 2: Adobe After Effects

Standards	Transfer Goal(s) /Big Ideas	
DESE Multimedia Standards: *Video Files 11 Video Files 8* *Concepts 1 Animation 1-7* *Concepts 2 Managing Images 1-7* *Concepts 3 Audio 1-7* *Concepts 4 Media Files 1-6* *Video Files 1 Video Files 4* *Video Files 2 Video Files 5* *Video Files 3 Video Files 6*	*Students will learn, practice, and certify in Adobe After Effects.*	
	Enduring Understandings	**Essential Questions**
	Working in the Visual Effects and Motion Graphics Industry *Project Setup and Interface* *Organizing Video Projects* *Creating and Modifying Visual Elements* *Publishing Digital Media*	*How do you create basic motion graphics, video effects (VFX), and design principles?* *How do you modify layer visibility using opacity, blending modes, and masks?* *How do you use core tools and features to create compositions?* *How do you add, manipulate, and animate text?* *How do you trim footage for use in compositions?* *All Essential Questions in Unit 1 may also apply to this unit.*

Learning Targets
Students will be able to Work in the Visual Effects and Motion Graphics Industry Students will be able to Setup Project and Interface Students will be able to Organize Animation Projects Students will be able to Create and Modify Visual Elements in Animation projects Students will be able to Publish Digital Media for Animation Projects Students will be able to Publish Digital Media

Unit Duration:
16 weeks

	Assessment Evidence

Rubric/Scoring	Assessment
Projects and practice exams in preparation for certification in Adobe Premiere Pro and/or After Effects.	**Adobe Premiere Pro:** ● Identify the purpose, audience, and audience needs for preparing images. ● Communicate with colleagues and clients about project plans. ● Determine the type of copyright, permissions, and licensing required to use specific content. ● Demonstrate an understanding of key terminology related to digital audio and video. ● Demonstrate knowledge of basic design principles and best practices employed in the video industry. ● Set appropriate project settings for video. ● Navigate, organize, and customize the application workspace. ● Use non-visible design tools in the interface to aid in video workflow. ● Import assets into a project. ● Use the Timeline panel to manage video and audio tracks. ● Modify basic track visibility and audio levels. ● Use core tools and features to edit audio and video. ● Add and animate titles and modify title properties. ● Trim footage for use in sequences. ● Trim footage for use in sequences. ● Use basic editing techniques and effect presets to manipulate digital audio and video. ● Use Effect Controls to modify video in a sequence. ● Manage audio in a video sequence. ● Prepare video and audio sequences for publishing to web, screen, and other digital devices. ● Export and archive video and audio sequences. **Adobe After Effects:** ● Identify the purpose, audience, and audience needs for preparing visual effects and motion graphics projects. ● Demonstrate knowledge of basic motion graphics, video effects (VFX), and design principles. ● Modify layer visibility using opacity, blending modes, and masks ● Add, manipulate, and animate text. ● Trim footage for use in compositions. ● Modify digital media within a project

	- Add and modify effects and presets. - Create and modify keyframes for motion graphics. - Prepare a composition for publishing to web, screen, and other digital devices

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
1-2 weeks 1-2 weeks 1-2 weeks 1-2 weeks 1-2 weeks	*Premiere Pro - Working in the Video Industry* *Premiere Pro - Project Setup and Interface* *Premiere Pro - Organizing Video Projects* *Premiere Pro - Creating and Modifying Visual Elements* *Premiere Pro - Publishing Digital Media*	ACA Test Prep	Students will be able to learn about Working in the Video Industry Students will utilize Video Setup and Interface Students will be able to Organize Video Projects Students will Create and Modify Visual Elements in Video Students will be able to Publish Digital Media	**Adobe Premiere Pro:** ● Identify the purpose, audience, and audience needs for preparing images. ● Communicate with colleagues and clients about project plans. ● Determine the type of copyright, permissions, and licensing required to use specific content. ● Demonstrate an understanding of key terminology related to digital audio and video. ● Demonstrate knowledge of basic design principles and best practices employed in the video industry. ● Set appropriate project settings for video. ● Navigate, organize, and customize the application workspace. ● Use non-visible design tools in the interface to aid in video workflow. ● Import assets into a project. ● Use the Timeline panel to manage video and audio tracks. ● Modify basic track visibility and audio levels. ● Use core tools and features to edit audio and video. ● Add and animate titles and modify title properties. ● Trim footage for use in sequences. ● Trim footage for use in sequences. ● Use basic editing techniques and effect presets to manipulate digital audio and video. ● Use Effect Controls to modify video in a sequence. ● Manage audio in a video sequence.

				● Prepare video and audio sequences for publishing to web, screen, and other digital devices. ● Export and archive video and audio sequences. **Adobe After Effects:** ● Identify the purpose, audience, and audience needs for preparing visual effects and motion graphics projects. ● Demonstrate knowledge of basic motion graphics, video effects (VFX), and design principles. ● Modify layer visibility using opacity, blending modes, and masks ● Add, manipulate, and animate text. ● Trim footage for use in compositions. ● Modify digital media within a project ● Add and modify effects and presets. ● Create and modify keyframes for motion graphics. ● Prepare a composition for publishing to web, screen, and other digital devices
1-2 weeks	*After Effects - Working in the Video Industry*			
1-2 weeks	*After Effects - Project Setup and Interface*			
1-2 weeks	*After Effects - Organizing Video Projects*			
1-2 weeks	*After Effects - Creating and Modifying Visual Elements*			
1-2 weeks	*After Effects - Publishing Digital Media*			

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Course: Multimedia			
Strand: Adobe Premiere Pro			
Topic: Getting Started with Video Editing Software			
Objective 1: Students will be able to learn about Working in the Video Industry			
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● Assisted other students in organizing files and folders
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Create file folders and sub folders on the computer** ● **Insert audio, video, and image files in organized folders**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● **Folders and sub folders** ● **Location of files**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **No more than 2 files were located incorrectly**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Multimedia		
Strand: Adobe Premiere Pro		
Topic: Getting Started with Video Editing Software		
Objective 2: Students will utilize Video Setup and Interface		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Prepare video special effects from Internet tutorials for Adobe Premiere**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Use timeline to organize clips** ● **Apply edits using Tool Bar options** ● **Apply video effects and settings**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● **Make a commercial** ● **Digital storybook**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

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Course: Multimedia		
Strand: Adobe Premiere Pro		
Topic: Getting Started with Video Editing Software		
Objective 3: Students will be able to Organize Video Projects		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Video after school activities and upload to the computer.**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Record video using a variety of settings on the digital video camera** ● **Upload video files to the correct folders for video editing purposes**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● **Set the basic options on a digital video camera** ● **Set up the video camera on a tripod** ● **Take video footage with the camera** ● **Upload the video files to the computer** ● **Edit the video clip for desired result**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

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Course: Multimedia		
Strand: Adobe Premiere Pro		
Topic: Getting Started with Video Editing Software		
4. Objective: 10-12 Students will Create and Modify Visual Elements in Video		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Download transitions and apply new transitions from the Internet**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Insert video transitions at the beginning, end, or between clips** ● **Apply a variety of transition settings**	**ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:** ● **Determine where transitions are needed between clips** ● **Choose appropriate transitions for movement from one video clip to another** ● **Determine and adjust the length of the transition**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

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		Course: Multimedia	

		Strand: Adobe Premiere Pro	

		Topic: Adding Additional Components to Digital Video	

		5. Objective: 10-12 Students will be able to Publish Digital Media	

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: **Create a projects with multiple uses of key frames for 3 or more special effects**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* - Export video for web and YouTube - Export video for DVD or Blu-ray		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: **View key frames for adjusting video** **Set initial key frame—stopwatch** **Set a sequence of additional key frames as needed** **Adjust key frames as needed using the Project Settings panel**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* **Demonstrate the 3.0 skills but with 2 errors or less**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* With help, there are no more than 2 errors on assessment
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

		Course: Multimedia	

		Strand: Adobe After Effects	

		Topic: Adding Additional Components to Digital Video	

6. Objective: 10-12 Students will be able to Work in the Visual Effects and Motion Graphics Industry

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught		Sample Tasks
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Using a digital camera, take photos to be used in video** ● **Edit photo in Photoshop to be used in video**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Edit images to the appropriate size for SD or HD video ● Create text images to be used as lower thirds for SD or HD video ● Adjust settings for scaling, rotation, and opacity for still images for video		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● **Utilize Photoshop to edit images for video** ● **Import images from Photoshop into video** ● **Use text tool in both Photoshop and video software to create lower thirds**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Multimedia	
Strand: Adobe After Effects	
Topic: Adding Additional Components to Digital Video	
7. Objective: 10-12 Students will be able to Setup Project and Interface	

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught	Sample Tasks
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Animate text effects utilizing After Effects in a video**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Create and modify title text clips ● Design lower thirds to clarify content of video ● Develop rolling credits to indicate who was involved in video	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● **Create video title using Premiere text creator** ● **Import text files created using Photoshop** ● **Create and animate rolling credits at the end of clip**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

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Course: Multimedia
Strand: Adobe After Effects
Topic: Adding Additional Components to Digital Video
8. Objective: 10-12 Students will be able to Organize Animation Projects

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Create animations using settings in After Effects**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Insert video effects ● Apply a variety of effect settings ● Animate components in video ● Adjust transition settings as need to achieve video effect desired		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: ● **Apply green screen to create a new background** ● **Adjust effect settings for desired effect** ● **Create additional movement of components using animations settings**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

	Course: Multimedia	
	Strand: Adobe After Effects	
	Topic: Adding Additional Components to Digital Video	
	9. Objective: 10-12 Students will be able to Create and Modify Visual Elements in Animation projects	

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Correct audio utilizing noise reduction in Adobe Audition**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Adjust audio volume as needed ● Apply fades in audio ● Adjust bass, treble, reverb ● Set audio pans as needed for audio effect ● Utilize the Audio mixer settings		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● **Import audio from camera** ● **Import audio from microphone** ● **Import downloaded audio** ● **Import background music and sound effects** ● **Adjust audio settings as needed for desired video results**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Multimedia	
Strand: Adobe After Effects	
Topic: Exporting Video for a variety of purposes	
10. Objective: 10-12 Students will be able to Publish Digital Media for Animation Projects	

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Create a YouTube channel and post videos on that channel**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Export video for web and YouTube ● Export video for DVD or Blu-ray		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● **Create avi files** ● **Create mp4** ● **Create flash files** ● **Create H.264 video files**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Multimedia

Strand: Adobe After Effects

Topic: Adding Additional Components to Digital Video

5. Objective: 10-12 Students will be able to Publish Digital Media

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught		Sample Tasks
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Create a projects with multiple uses of key frames for 3 or more special effects**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Apply settings to be able to key frames** ● **Set key frames to adjust position, transparency, and scale** ● **Adjust key frame settings as needed to achieve desired effect**		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: ● **View key frames for adjusting video** ● **Set initial key frame—stopwatch** ● **Set a sequence of additional key frames as needed** ● **Adjust key frames as needed using the Project Settings panel**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

PLTW Computer Science A
(Advanced Placement)

Grade level(s): 11, 12	Credits earned: 1.0
Course Rationale	**Course Description**
Students will get hands-on experience to help them advance their skills in the field of programming. They will learn the basics of Java, one of the most common programming languages used, as well expand their knowledge on how to solve computational issues.	*This course provides students an introduction to college-level programming as well as the use of the Java programming language. This course covers essential topics for Java, as well as basic programming, such as variable creation and use, class creation and use, a variety of data structures and data storage. By the end, students will have a working understanding of Java and can create their own programs and apps.*

Transfer Goals/Big Ideas

Students will be able to independently use their learning to solve personal computational problems, such as creating autonomous programs for repetitive tasks, as well as be able to start in app development.

Priority Missouri Learning Standards/National Standards

- Evaluate algorithms (e.g., sorting, searching) in terms of their efficiency and clarity.
- Compare different bit representations of data types, such as characters, Booleans and numbers while recognizing when using each data type is appropriate.
- Use integrated development environments (IDEs) and collaborative tools and practices (code documentation) in a software project
- Construct solutions to problems using student created components (e.g., procedures, modules, objects).
- Develop and use a series of test cases to verify that a program performs according to its design specifications
- Create computational artifacts (file, graphic, video, audio) by systematically organizing, manipulating and/or processing data.
- Create problem solutions that utilize data structures (e.g., lists, arrays, ArrayLists).
- Demonstrate the use of advanced variables (e.g.,lists, arrays, objects) to simplify solutions, generalizing computational problems instead of repeatedly using primitive variables.
- *9-10.AP.A.01, 9-10.AP.V.01, 9-10.AP.V.02, 9-10.AP.C.01, 9-10.AP.M.02, 9-10.AP.PD.02 , 9-10.AP.PD.05, 9-10.DA.CVT.03, 11-12.AP.M.01, 11-12.AP.M.02, 11-12.AP.PD.01, 11-12.AP.PD.02, 11-12.AP.PD.04 , 11-12.AP.PD.05, 11-12.AP.PD.07, 11-12.DA.S.01,*

⌖	**Unit 1: Primitive Types**
	Desired Results

Standards	Transfer Goal(s) /Big Ideas	
11-12.DA.S.01 Compare different bit representations of data types, such as characters, Booleans and numbers while recognizing when using each data type is appropriate.	Use integrated development environments (IDEs) and collaborative tools and practices (code documentation) in a software project Compare different bit representations of data types, such as characters, Booleans and numbers while recognizing when using each data type is appropriate.	
11-12.AP.PD.01 Use integrated development environments (IDEs) and collaborative tools and practices (code documentation) in a software project	**Enduring Understandings**	**Essential Questions**
	Students will understand *1) Why program?* *2) Variables and Data Types* *3) Expressions and Assignments* *4) Compound Assessment Operators* *5) Casting and variable ranges*	*Students will consider…* *What are the different data types in Java? What are they used for?* *How do you assign an element to a variable?* *How can you convert one data type to another data type?*
Learning Targets		
Students will… ● Provide a written or verbal explanation of primitive types ● Write code to create a set of variables and initialize them ● Write code to generate a system print statement ● Write code to compute simple mathematical problems		
Unit Duration:		
2-3 Weeks		

<table><tr><td>◎</td></tr></table>	**Unit 2: Using Objects** ***Desired Results***

Standards	**Transfer Goal(s) /Big Ideas**	
9-10.DA.CVT.03 Evaluate and refine computational artifacts to make them more usable and accessible. *11-12.AP.M.01 Construct solutions to problems using student created components (e.g., procedures, modules, objects).* *11-12.AP.PD.01 Use integrated development environments (IDEs) and collaborative tools and practices (code documentation) in a software project* *11-12.AP.PD.05 Develop and use a series of test cases to verify that a program performs according to its design specifications* *11-12.AP.PD.07 Evaluate key qualities of a program through a process such as a code review*	Construct solutions to problems using student created components (e.g., procedures, modules, objects).	
	Enduring Understandings	**Essential Questions**
	Students will understand… *1) Instances of classes* *2) Creating and storing objects* *3) Calling Void* *4) Calling non-void methods* *5) Strings and string methods* *6) Wrapper Classes* *7) Using the Math Class*	*Students will consider…* *What is an object and what is its relationship to a class?* *How can you create and store an object?* *What does the "void" keyword do? How can you call it?* *How can you call a class method using an object?* *What is a "String"? What methods can it call and what do they do?* *What are "Integers" and "Doubles"? How do they affect operations?* *What is the Math class? What are some methods of it and how do they work?*

Learning Targets
Students will… ● Write code for a method that returns data and code for a method that returns no data ● Describe in writing what an Object is and how they relate to clases ● Write code to create an Object and assign it data ● Describe in writing the uses of the Math, Integer, and Double Classes

Unit Duration:
3 Weeks

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Unit 3: Boolean Expressions and If statements
Desired Results

Standards	Transfer Goal(s) /Big Ideas
9-10.AP.A.01 Create a prototype that uses algorithms (e.g., searching, sorting, finding shortest distance) to provide a possible solution for a real-world problem. *9-10.AP.V.01 Create problem solutions that utilize primitive variables (e.g., strings, ints, Booleans, doubles).* *9-10.AP.C.01 Apply the concepts of specific control structures (e.g., sequence, conditionals, repetition, procedures) considering program efficiencies such as readability, performance and memory usage.* *9-10.AP.M.02 Create computational artifacts (file, graphic, video, audio) by systematically organizing, manipulating and/or processing data.* *11-12.AP.PD.01 Use integrated development environments (IDEs) and collaborative tools and practices (code documentation) in a software project* *11-12.AP.PD.05 Develop and use a series of test cases to verify that a program performs according to its design specifications* *11-12.AP.PD.07 Evaluate key qualities of a program through a process such as a code review*	Create computational artifacts (file, graphic, video, audio) by systematically organizing, manipulating and/or processing data.

Enduring Understandings	Essential Questions
Students will understand… *1) Boolean Expressions* *2) If statements and flow control* *3) If-else statements* *4) Compound Boolean Expressions* *5) Equivalent Booleans* *6) Comparing objects*	*Students will consider…* *What is a boolean expression? What does it do?* *How can you guide a computer's response based on input data?* *How can boolean expressions that are differently written produce the same output?* *How can you compare an object or object's field to another object or object field?*

Learning Targets

Students will…
- Write code where given an input, a certain operation or series of operations is executed
- Create an illustration how different flow operators work with code examples
- Write code to show how simple Boolean operations are different from compound Boolean operations
- Write code to compare if two objects are the same
- Describe in writing what flow control is and how it is important in programming

Unit Duration:

3 Weeks

	Unit 4 : Iteration Desired Results

Standards	Transfer Goal(s) /Big Ideas
11-12.AP.PD.01 Use integrated development environments (IDEs) and collaborative tools and practices (code documentation) in a software project 11-12.AP.PD.05 Develop and use a series of test cases to verify that a program performs according to its design specifications 11-12.AP.PD.07 Evaluate key qualities of a program through a process such as a code review	Develop and use a series of test cases to verify that a program performs according to its design specifications Create computational artifacts (file, graphic, video, audio) by systematically organizing, manipulating and/or processing data.

	Enduring Understandings	Essential Questions
	Students will understand… 1) while Loops 2) for Loops 3) Developing Algorithms 4) Nested Iteration 5) Code Analysis	Students will consider… How is a while loop different from a for loop? When would you use either? How can you predict the outputs of a program given different inputs? How many times will a block of code execute? How do you know?

Learning Targets

Students will…
- Create a diagram illustrating the parts of a For and While loops
- Describe in writing when a For Loop would be preferable to a While Loop
- Describe in writing when a While Loop would be preferable to a For Loop
- Describe how code can locate a print an output based on the contents of a String

Unit Duration:

4 Weeks

Unit 5 : Writing a Class
Desired Results

Standards	Transfer Goal(s) /Big Ideas
9-10.DA.CVT.03 Evaluate and refine computational artifacts to make them more usable and accessible. *11-12.AP.M.01 Construct solutions to problems using student created components (e.g., procedures, modules, objects).* *11-12.AP.PD.01 Use integrated development environments (IDEs) and collaborative tools and practices (code documentation) in a software project* *11-12.AP.PD.07 Evaluate key qualities of a program through a process such as a code review* *11-12.AP.M.02 Create programming solutions by reusing existing code (e.g., libraries, Application Programming Interface (APIs), code repositories).* *11-12.AP.PD.04 Design software using version control.*	Demonstrate the use of advanced variables (e.g.,lists, arrays, objects) to simplify solutions, generalizing computational problems instead of repeatedly using primitive variables.

	Enduring Understandings	Essential Questions
	Students will understand… *1) Anatomy of a Class* *2) Constructors* *3) Comment Documentation* *4) Accessor and Mutator Methods* *5) Writing Methods* *6) Static Variables and Methods* *7) Data Scope and Access* *8) "this" Keyword* *9) Ethical and Social Implications*	*Students will consider…* *What are the components of any Java class? How are they written?* *Why is it important to document using comments?* *What is an accessor method and a mutator method? Why are they important for data encapsulation?* *What is the proper way to create a method? Why would you define a method as static?* *What is the "this" keyword? Why is it useful?* *How does the knowledge of writing classes and methods impacted by unethical behavior?*

Learning Targets

Students will…
- Describe in writing what the *public* and *private* keywords are and why they are necessary in programming.
- Describe in writing what accessors, mutators, and constructors are.
- Describe in writing what the *this* keyword is used for.
- Describe what encapsulation is and why programmers use it.
- Illustrate how static methods and variables are different from normal methods and variables.
- Describe how computer science can influence society in the context of human development.

Unit Duration:

3 Weeks

	Unit 6: Arrays Desired Results

Standards	Transfer Goal(s) /Big Ideas
9-10.DA.CVT.03 Evaluate and refine computational artifacts to make them more usable and accessible. *11-12.AP.M.01 Construct solutions to problems using student created components (e.g., procedures, modules, objects).* *11-12.AP.PD.01 Use integrated development environments (IDEs) and collaborative tools and practices (code documentation) in a software project* *11-12.AP.PD.07 Evaluate key qualities of a program through a process such as a code review* *11-12.AP.M.02 Create programming solutions by reusing existing code (e.g., libraries, Application Programming Interface (APIs), code repositories).* *11-12.AP.PD.04 Design software using version control.*	Demonstrate the use of advanced variables (e.g.,lists, arrays, objects) to simplify solutions, generalizing computational problems instead of repeatedly using primitive variables. Create problem solutions that utilize data structures (e.g., lists, arrays, ArrayLists).

	Enduring Understandings	Essential Questions
	Students will understand … *1) Creating and accessing Arrays* *2) Transversing Arrays* *3) Enhanced for Loops* *4) Array Algorithm*	*Students will consider…* *How can you create an array and then access an element of it?* *How can you iterate through an array to retrieve data?* *What is an "enhanced for loop" and why is it used as opposed to other loops?*

Learning Targets
Students will… ● Write code to generate an array and then add elements to it. ● Describe in writing what an array is and why it is used ● Write code to generate an array with initial elements already added ● Describe in writing the properties of an array and how to locate elements of an array ● Describe how you could transverse an array and access its elements

Unit Duration:
4 Weeks

Unit 7: ArrayList
Desired Results

Standards	Transfer Goal(s) /Big Ideas
9-10.AP.V.02 Demonstrate the use of advanced variables (e.g., lists, arrays, objects) to simplify solutions, generalizing computational problems instead of repeatedly using primitive Variables. *9-10.AP.PD.02 Create a program by analyzing a problem and/or process, developing and documenting a solution, testing outcomes, debugging errors and adapting the program for a variety of users.* *9-10.AP.PD.05 Evaluate and refine computational artifacts to make them more user-friendly, efficient and/or accessible.* *11-12.AP.M.01 Construct solutions to problems using student created components (e.g., procedures, modules, objects).* *11-12.AP.PD.01 Use integrated development environments (IDEs) and collaborative tools and practices (code documentation) in a software project* *11-12.AP.PD.05 Develop and use a series of test cases to verify that a program performs according to its design specifications* *11-12.AP.PD.07 Evaluate key qualities of a program through a process such as a code review* *11-12.AP.PD.04 Design software using version control.*	Demonstrate the use of advanced variables (e.g.,lists, arrays, objects) to simplify solutions, generalizing computational problems instead of repeatedly using primitive variables. Create problem solutions that utilize data structures (e.g., lists, arrays, ArrayLists).

	Enduring Understandings	Essential Questions
	Students will understand … *1) Introduction to ArrayLists and its methods* *2) Traversing Arrays* *3) Developing ArrayList algorithms* *4) Searching and sorting ArrayLists* *5) Ethical issues regarding data collection*	*Students will consider…* *What is an ArrayList and what methods does it have?* *How can you travel to a given location in an ArrayList? How can you search or sort an ArrayList?* *What are some social concerns surrounding collecting and storing user data?*

Learning Targets

Students will…
- Write code to create an ArrayList, then add elements to it
- Describe in writing the difference between an Array and an ArrayList
- Describe in writing what methods are available to ArrayLists and what they do
- Describe in writing how you could transverse an ArrayList, as well as, how you could change elements in the ArrayList
- Describe in writing how privacy is an important topic in programing and what its repercussions are

Unit Duration:

4 Weeks

Unit 8: 2D Arrays
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
11-12.AP.PD.01 Use integrated development environments (IDEs) and collaborative tools and practices (code documentation) in a software project *11-12.AP.PD.05 Develop and use a series of test cases to verify that a program performs according to its design specifications* *11-12.AP.PD.07 Evaluate key qualities of a program through a process such as a code review* *11-12.AP.M.02 Create programming solutions by reusing existing code (e.g., libraries, Application Programming Interface (APIs), code repositories).* *11-12.AP.PD.04 Design software using version control.*	Demonstrate the use of advanced variables (e.g.,lists, arrays, objects) to simplify solutions, generalizing computational problems instead of repeatedly using primitive variables. Create problem solutions that utilize data structures (e.g., lists, arrays, ArrayLists).	
	Enduring Understandings	**Essential Questions**
	Students will understand … *1) 2D Arrays* *2) Traversing 2D Arrays*	*Students will consider…* *Why would you need a 2D Array? How can you transverse one?*

Learning Targets
Students will… ● Describe in writing how a 2D array differs from a normal array ● Describe in writing how 2D arrays are traverse

Unit Duration:
3 Weeks

	Unit 9: Inheritance **Desired Results**

Standards	**Transfer Goal(s) /Big Ideas**
11-12.AP.M.01 Construct solutions to problems using student created components (e.g., procedures, modules, objects).	Construct solutions to problems using student created components (e.g., procedures, modules, objects).

	Enduring Understandings	**Essential Questions**
11-12.AP.PD.01 Use integrated development environments (IDEs) and collaborative tools and practices (code documentation) in a software project *11-12.AP.M.02 Create programming solutions by reusing existing code (e.g., libraries, Application Programming Interface (APIs), code repositories).*	*Students will understand …* *1) Creating Super and subclasses* *2) Subclass constructors* *3) Overwriting Methods* *4) "super" keyword* *5) Creating hierarchies and references* *6) Polymorphism* *7) Object Superclass*	*Students will consider…* *Why would using a superclass be beneficial in programming?* *How is the "super" keyword useful in creating a subclass object? How is this different from a subclass constructor?* *How can two objects with the same method name and input produce different outputs?* *What is the relationship between the Object superclass and any object in java?*

Learning Targets
Students will… ● Describe in writing the relationship between a Superclass and a Subclass, as well as how this can be time-saving to programmers ● Describe in writing the difference between method overloading and method overriding ● Describe in writing what the keywords *extends* and *super* mean

Unit Duration:
2 Weeks

	Unit 10: Recursion **Desired Results**	

Standards	**Transfer Goal(s) /Big Ideas**	
11-12.AP.PD.01 Use integrated development environments (IDEs) and collaborative tools and practices (code documentation) in a software project	Evaluate algorithms (e.g., sorting, searching) in terms of their efficiency and clarity.	
	Enduring Understandings	**Essential Questions**
	Students will understand … 1) *Recursion* 2) *Recursive searching and sorting*	*Students will consider…* *What is recursion? How can it be used to sort and search for target data?*

Learning Targets
Students will… ● Describe in writing what a recursive method is and why it is used by programmers ● Describe in writing what a "base case" is and why recursive methods cannot function without it ● Describe in writing recuson's role in sorting algorithms

Unit Duration:
2 Weeks

	Assessment Evidence
Rubric/Scoring	**Assessment**

1) *Student produced code according to designated parameters*
2) *Written assessments of code evaluation and definitional work*
3) *Joint student project apps and code according to designated parameters*
	1. Student can predict the final output of a given code block
	2. Student can create variables and assign values to them
	3. Student can create human-readable artifacts that show computational operations
	4. Student can create and manipulate Strings
	5. Student can create and use Loops to simplify repetitive tasks
	6. Student can create and manipulate data storage structures such as
	    a. Objects
	    b. Classes
	    c. Arrays
	    d. 2D Arrays
	    e. ArrayLists
	7. Student can use Boolean operations as well as If/Else statements to create complex computer logic to solve multi-stage computational problems
	8. Student can create code to execute a variety of mathematical operations
	9. Student cam use an IDE to develop code
	10. Student can evaluate the relationship(s) between various classes, their attributes and methods

			Learning Plan	

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
2-3	*Primitive Types*	PLTW Provided Digital Book	• Provide a written or verbal explanation of primitive types • Write code to create a set of variables and initialize them • Write code to generate a system print statement • Write code to compute simple mathematical problems	1. Student can predict the final output of a given code block 2. Student can create human-readable artifacts that show computational operations 3. Student can create variables and assign values to them 4. Student can use an IDEA to create code
3	*Using Objects*	PLTW Provided Digital Book	• Write code for a method that returns data and code for a method that returns no data • Describe in writing what an Object is and how they relate to clases • Write code to create an Object and assign it data • Describe in writing the uses of the Math, Integer, and Double Classes	1. Student can predict the final output of a given code block 2. Student can create human-readable artifacts that show computational operations 3. Student can create objects and manipulate object data
3	*Boolean Expressions*	PLTW Provided Digital Book	• Write code where given an input, a certain operation or series of operations is executed • Create an illustration how different flow operators work with code examples • Write code to show how simple Boolean operations are different from compound Boolean operations • Write code to compare if two objects are the same • Describe in writing what flow control is and how it is important in programming	1. Student can predict the final output of a given code block 2. Student can create human-readable artifacts that show computational operations 3. Student can use Boolean operations as well as If/Else statements to create complex computer logic to solve multi-stage computational problems

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4	*Iteration*	PLTW Provided Digital Book	● Create a diagram illustrating the parts of a For and While loops ● Describe in writing when a For Loop would be preferable to a While Loop ● Describe in writing when a While Loop would be preferable to a For Loop ● Describe how code can locate a print an output based on the contents of a String	1. Student can predict the final output of a given code block 2. Student can create human-readable artifacts that show computational operations 3. Student can create and use Loops to simplify repetitive tasks
3	*Writing a Class*	PLTW Provided Digital Book	● Describe in writing what the *public* and *private* keywords are and why they are necessary in programming. ● Describe in writing what accessors, mutators, and constructors are. ● Describe in writing what the *this* keyword is used for. ● Describe what encapsulation is and why programmers use it. ● Illustrate how static methods and variables are different from normal methods and variables. ● Describe how computer science can influence society in the context of human development.	1. Student can predict the final output of a given code block 2. Student can create human-readable artifacts that show computational operations 3. Student can create Classes and manipulate Class data
4	*Arrays*	PLTW Provided Digital Book	● Write code to generate an array and then add elements to it. ● Describe in writing what an array is and why it is used ● Write code to generate an array with initial elements already added ● Describe in writing the properties of an array and how to locate elements of an array ● Describe how you could transverse an array and access its elements	4. Student can predict the final output of a given code block 5. Student can create human-readable artifacts that show computational operations 6. Student can create Arrays and manipulate Array data
4	*ArrayList*	PLTW Provided Digital Book	● Write code to create an ArrayList, then add elements to it ● Describe in writing the difference between an Array and an ArrayList ● Describe in writing what methods are available to ArrayLists and what they do ● Describe in writing how you could transverse an ArrayList, as well as, how you could change elements in the ArrayList ● Describe in writing how privacy is an important topic in	1. Student can predict the final output of a given code block 2. Student can create human-readable artifacts that show computational operations 3. Student can create ArrayLists and manipulate ArrayList data

			programing and what its repercussions are	
3	*2D Array*	PLTW Provided Digital Book	● Describe in writing how a 2D array differs from a norma array ● Describe in writing how 2D arrays are traverse	1. Student can predict the final output of a given code block 2. Student can create human-readable artifacts that show computational operations 3. Student can create 2D Arrays and manipulate 2D Array data
2	*Inheritance*	PLTW Provided Digital Book	● Describe in writing the relationship between a Superclass and a Subclass, as well as how this can be time-saving to programmers ● Describe in writing the difference between method overloading and method overriding ● Describe in writing what the keywords *extends* and *super* mean	1. Student can create human-readable artifacts that show computational operations 2. Student can evaluate the relationship(s) between various classes, their attributes and methods
2	*Recursion*	PLTW Provided Digital Book	● Describe in writing what a recursive method is and why it is used by programmers ● Describe in writing what a "base case" is and why recursive methods cannot function without it ● Describe in writing recuson's role in sorting algorithms	1. Student can predict the final output of a given code block

	Course: PLTW Computer Science A (Advanced Placement)	
	Strand: Primitive Types	
	Topic: Data Generation and Manipulation	

Objective: Students will be able to describe what primitive types exist in Java, including what kind of data they contain and basic ways these types can be manipulated.

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.** ● Given a scenario, the student can evaluate what would be printed as a result of an operation series and justify their response with evidence ● Given a set of parameters, the student will be able to write a program to carry out a series of mathematical operations, including changing data types, and print the results	Sample Tasks 4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● Predict the output of a given code segment that involves variable overwrites or type changes
	3.5 **In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	No major errors or gaps in the following TARGETED, COMPLEX ideas and processes ● Given a scenario, the student can identify the appropriate primitive type to represent data and justify their selection ● Students can modify variables using complex assignment operators ● Given a data set, the student can write a series of statements to execute mathematical operations then print the results ● Students can cast a variable from one type to another, justifying why the new type would be appropriate for the situation	ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will: ● Write code using variables to execute a requested simple mathematical operation or series of operations ● Write code to update variables using complex operations ● Write code to change variables from one type to another
	2.5 **No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content**	
Score 2.0	No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes ● The student can describe what primitive types exist in Java and what kind of data they contain ● Students can initialize and create variables, as well as assign elements to the previously mentioned variables ● Students can create System Print statements to display data in the terminal ● Students can facilitate mathematical operations using variables and operators	2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to: ● Provide a written or verbal explanation of primitive types ● Write code to create a set of variables and initialize them ● Write code to generate a system print statement ● Write code to compute simple mathematical problems
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

	Course: PLTW Computer Science A (Advanced Placement)		
	Strand: Objects		
	Topic: Object Creation, String Manipulation and Number Manipulation		
Objective: The student will understand the nature of objects as they relate to classes and different ways they can be manipulated			
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.** ● Given a scenario, the student can successfully write code to perform multi-Type operations and return a relevant value using a Method ● Given a scenario, the student can write code to process input strings and return a result based on requested parameters using proper Methods ● Given a scenario, the student can initialize objects and assign data to them		Sample Tasks 4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● Write code to produce a new String that is made up of parts of multiple previously inputted Strings
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	No major errors or gaps in the following TARGETED, COMPLEX ideas and processes ● The student store data within object(s) ● The student can justifying why a method should be a Void method ● The student can use String methods to produce a requested printed output ● The student can illustrate how an Application Program Interface(API) is documented and its importance in programming ● The student can determine the highest or lowest value in a list using a Math method or a method of their own creation ● The student can predict the outcome of math operations that use different data types		ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will: ● Write a String variable that is the sum of several other strings ● Write code to determine the length of a String, then create one or more substrings of varying lengths ● Write code to compare String components ● Write code to evaluate the highest or lowest value from an executed Math operation ● Explain the usefulness of APIs
	2.5	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content**	
Score 2.0	No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes ● Student can describe what an Object is, its relationship to classes and create objects ● Student can create methods as well as describe what Void methods are ● The student can describe the different aspects of String objects and methods ● The student can provide an explanation of the Math, Integer and Double Classes		2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to: ● Write code for a method that returns data and code for a method that returns no data ● Describe in writing what an Object is and how they relate to clases ● Write code to create an Object and assign it data ● Describe in writing the uses of the Math, Integer, and Double Classes
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

		Course: PLTW Computer Science A (Advanced Placement)	
		Strand: Boolean Expressions	
		Topic: Logic Flow and Operation Sequencing	
Objective: The student will learn means to enact flow control and operation sequencing to handle a variety of different inputs			
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.** ● Given a scenario, the student can create a program that produces the proper output despite several possible input parameters		Sample Tasks 4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● Write code to create a series of Boolean statements that produce one of a few outputs based on specific data input
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	No major errors or gaps in the following TARGETED, COMPLEX ideas and processes ● Using a compound Boolean statement, the student can create a code block(s) that respond to a narrow range of inputs ● The student can evaluate if two Boolean expressions are equivalent and justify why or present an alternate expression that is equivalent		ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will: ● Write code that will provide a specific response to only certain inputs ● Create an equivalent Boolean expression using De Morgan's Laws
	2.5	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content**	
Score 2.0	No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes ● The student can create a series of "if" or "if-else" statements so several possible input varieties can be processed successfully ● The student can describe what operators are used for flow control and what they do ● The student can discuss what flow control is and how it can be enacted using "if" or "if-else" statements ● The student can describe how to set up a compound Boolean expression as well as describe what an equivalent Boolean expression is ● The student can describe how to compare two Objects		2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to: ● Write code where given an input, a certain operation or series of operations is executed ● Create an illustration how different flow operators work with code examples ● Write code to show how simple Boolean operations are different from compound Boolean operations ● Write code to compare if two objects are the same ● Describe in writing what flow control is and how it is important in programming
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

		Course: PLTW Computer Science A (Advanced Placement)	
		Strand: Iteration	
		Topic: Repeating Code Blocks assuming predefined conditions are met	
Objective: The student will learn how conditions can be set so parts of a program or an entire program repeat a number of times			
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.** ● Given a scenario, the student can select the proper loop and then code it to process String data into a form that fits predefined requirements		Sample Tasks
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● Write code to print every other letter of a long String or only certain sections of a String
	3.5	**In addition to score 3.0 performance, in-depth inferences and applications with partial success.**	
Score 3.0	No major errors or gaps in the following TARGETED, COMPLEX ideas and processes ● The student can create a For or While loop to repeat a process multiple times, justifying their loop selection ● Using Loops and Booleans, the student could illustrate how an algorithm could be constructed to produce a new String given initial parameters ● The student can explain the importance of and implement the use of a loop counter		ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will: ● Write code to read the lines of a text file and print them to the terminal ● Write code to signify how many times a value or substring occurs in a String ● Write a description of how loops are practically useful to programmers
	2.5	**No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content**	
Score 2.0	No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes ● The student can describe the difference between For and While loops, including when they should be used ● The student can describe what are the parts of a For loop and what the parts of a While loop, as well as what these components do for the loop ● The student can explain how iteration can be nested ● The student can describe how an algorithm operates in the context of Strings		2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to: ● Create a diagram illustrating the parts of a For and While loops ● Describe in writing when a For Loop would be preferable to a While Loop ● Describe in writing when a While Loop would be preferable to a For Loop ● Describe how code can locate a print an output based on the contents of a String
	1.5	**Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content**	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: PLTW Computer Science A (Advanced Placement)		
Strand: Writing Classes		
Topic: The Structure and Function of the Components of a Class		
Objective: The student will learn how to create a class and regulate how object data is accessed or changed		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.** ● Given a scenario, the student can create a class that includes a constructor, accessors, mutators and attributes. An object should be able to be created from this class and its attributes should be accessible and changeable with the proper methods	**Sample Tasks** *4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to*: ● Write code for a class that has at least 3 attributes and 2 methods. The class should also have at least one functional constructor, at least one functional assessor, and at least one functional mutator.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● The student can create an *accessor* and a *mutator*, explaining why they would have made those methods *public* or *private* ● The student can create a constructor, using the *this* keyword to assign non-default values to the attributes of an object ● The student can illistrate how to produce comments in computer code and explain their importance	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Write code to create an accessor and a mutator for the attributes of a given class. ● Describe in writing why accessors and mutators are necessary with respect to public and private variables. ● Write code to create a constructor utilizing the ***this*** keyword. ● Add comments to computer code to illustrate and explain what the code's objective(s) is/are.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● The student can describe the difference between the *public* keyword and the *private* keyword, including what part(s) of a class need to be public or private ● The student can describe the importance and function of accessors, mutators, constructors and the *this* keyword ● The student can describe how to document their progress as they write code ● The student can describe encapsulation and how it applies to classes ● The student can contrast the difference between static methods and static variables to regular methods and variables ● The student can describe how programming can affect society, economies and culture	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Describe in writing what the *public* and *private* keywords are and why they are necessary in programming. ● Describe in writing what accessors, mutators, and constructors are. ● Describe in writing what the ***this*** keyword is used for. ● Describe what encapsulation is and why programmers use it. ● Illustrate how static methods and variables are different from normal methods and variables. ● Describe how computer science can influence society in the context of human development.
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: PLTW Computer Science A (Advanced Placement)		
Strand: Arrays		
Topic: Data Storage		
Objective: The student will learn how to store data in a temporary manner so it can be easily accessed and manipulated		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.** ● Given a scenario, the student can create an array to store data then access and process specific elements of that array given a target parameter	**Sample Tasks** *4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to*: ● Write the code to create, initialize and fill an array with values. Then, using the newly created array, search the array for specific elements and print them to screen
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● The student can create a For Each loop to search or process all the elements in an array ● The student can design a For loop and a While loop to access certain elements in an array while ignoring others	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Write the code to iterate through a given array and print only certain elements of the array using a For Loop or While Loop ● Write the code to iterate through a given array and alter the data for each element
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● The student can create an array, then add elements to it ● The student can describe what an array is and why it is used ● The student can explain how to set up an array, whether using initializer lists or just making an empty array ● The student can describe the properties of an array, such as its fixed size, syntax and where items are located in an array ● The student can describe means to traverse arrays, such as For loops, While loops, or For Each loops ● The student can explain different ways to access specific elements of an array	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Write code to generate an array and then add elements to it. ● Describe in writing what an array is and why it is used ● Write code to generate an array with initial elements already added ● Describe in writing the properties of an array and how to locate elements of an array ● Describe how you could transverse an array and access its elements
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

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Course: PLTW Computer Science A (Advanced Placement)		
Strand: ArrayList		
Topic: The Creation and use of the ArrayList data type		
Objective: The student will be able to understand when to use and how to best use the ArrayList class		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.** ● Given a scenario, the student can write code to generate an ArrayList of elements and transverse the created ArrayList according to a specific request ● Given a scenario, a student can write code to add, remove, or change specific elements of an ArrayList using appropriate loops or ArrayList methods	**Sample Tasks** *4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to*: ● Write code to create an ArrayList and add elements to it. Then, transverse that ArrayList, adding or removing data based on specifications
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● The student can write code to successfully remove a data set from an ArrayList ● The student can use the ArrayList methods to retrieve, compare, or change elements in an ArrayList ● The student can transverse an ArrayList using multiple types of loops	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Write code to remove elements from an ArrayList using a loop ● Write code to compare elements of an ArrayList, then alter the data based on specifications
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● The student can create an ArrayList and add elements to the ArrayList before and after its creation ● The student can describe the key differences between Arrays and ArrayLists, including the mutability and initialization ● The student can discuss the different methods of ArrayList and what kind of uses they might have ● The student can explain different ways to transverse an ArrayList and implement data changes to an ArrayList ● The student can discuss the ethical implications of privacy in programming	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Write code to create an ArrayList, then add elements to it ● Describe in writing the difference between an Array and an ArrayList ● Describe in writing what methods are available to ArrayLists and what they do ● Describe in writing how you could transverse an ArrayList, as well as, how you could change elements in the ArrayList ● Describe in writing how privacy is an important topic in programing and what its repercussions are
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: PLTW Computer Science A (Advanced Placement)	

Strand: 2D Array	

Topic: 2D Array creation and use	

Objective: The student will be able to create 2D arrays and manipulate data within the array		

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.** ● Given a scenario, the student can generate a 2D array, then access the requested information from within the array	**Sample Tasks** *4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to*: ● Write code to create a 2D- Array and add elements to it. Then, transverse that Array, locating requested information
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● The student can create a 2D array, keeping in mind the convention of row - column ordering ● The student can iterate through a 2D array by selecting a row and then transversing the columns of that row ● The student can iterate through an array using for or enhanced for loops	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Write code to create a 2D- Array and add elements to it. ● Write code to transverse an Array, locating requested information, using some style of loop
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● The student can compare and contrast a 1D array with a 2D array, including how they are used and created ● The student can describe how nested statements are used traverse 2D arrays	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Describe in writing how a 2D array differs from a norma array ● Describe in writing how 2D arrays are traverse
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

		Course: PLTW Computer Science A (Advanced Placement)	

Strand: Inheritance

Topic: Classes are interconnected and can pass on properties to new classes

Objective: The student will understand how one class can pass on methods and attributes to another class

Score 4.0		**4.0. Knowledge and inferences or applications beyond what was taught.** ● Given a scenario, the student can create a series of classes with polymorphic methods and justify the logic of their hierarchical structure	**Sample Tasks** *4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to*: ● Write the code to make a series of classes that share an attribute and a method. Then justify your code using comments
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● The student can create a class, then extend its traits to a subclass ● The student can override the methods of a superclass in a subclass, then explain how this is an example of polymorphism ● The student can illustrate how a subclass "is a _____" of a given superclass	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Write code to create a class and extend its traits to another class ● Write code to override the methods of a superclass and comment how this is polymorphism ● Illustrate the relationship between a superclass and a subclass
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0		*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● The student can explain the difference between a Superclass and a Subclass ● The student can describe how a class hierarchy can be formed and why it could be beneficial, as well as the roll of the Superclass Object ● The student can describe what method overriding is, as well as what polymorphisms are ● The student can explain the uses of the following keywords: *extends, super*	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Describe in writing the relationship between a Superclass and a Subclass, as well as how this can be time-saving to programmers ● Describe in writing the difference between method overloading and method overriding ● Describe in writing what the keywords *extends* and *super* mean
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0		**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0		**Even with help, no understanding or skill demonstrated.**	

		Course: PLTW Computer Science A (Advanced Placement)	
		Strand: Recursion	
		Topic: Recursive programming	
Objective: Students will use the utility and methodology of methods that call themselves, such as sorting algorithms			
Score 4.0		**4.0. Knowledge and inferences or applications beyond what was taught.** Given a scenario, the student will be able to identify why an intended result is not being produced and how this could be remedied	**Sample Tasks** *4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:* Given a code involving recursion, the student can locate an error and explain in writing how the error is being produced and how it can be corrected
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* - The student can predict how many times a binary sort will run until it finds its value - Given a scenario, the student will be able to determine the output of a recursive algorithm	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* - Given some code, the student can describe how many times it will run until the loop or method will terminate - Given some recursive code, the student can describe what the output would be
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0		*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* - The student can describe what a recursive method is and why it would be useful - The student can explain what a base case is and why it is crucial to a recursive program - The student can describe how recursion can be helpful in sorting data	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* - Describe in writing what a recursive method is and why it is used by programmers - Describe in writing what a "base case" is and why recursive methods cannot function without it - Describe in writing recuson's role in sorting algorithms
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0		**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0		**Even with help, no understanding or skill demonstrated.**	

PLTW Computer Science Essentials
Course Overview

Grade level(s): 9-10	Credits earned: 1 Credit
Course Rationale	**Course Description**
With emphasis on computational thinking and collaboration, this year-long course provides an excellent entry point for students to begin or continue the PLTW Computer Science PreK-12 experience. Computer Science Essentials will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence.	Students will learn the fundamentals of computer programming and build computational-thinking skills, then apply what they know to design solutions such as crowdsourcing apps for mobile devices using MIT App Inventor®. Students will also transfer the understanding of programming gained in App Inventor® to text-based programming in Python® and apply their knowledge to create algorithms for games of chance and strategy. This is the introductory Project Lead the Way (PLTW) course in the Computer Science pathway.

Transfer Goals/Big Ideas

Students will be able to independently use their learning to understand…

- Variables and data structures
- Operators
- Algorithm
- Conditionals
- Loops, iteration
- Abstraction
- Problem decomposition
-

- Iterative design
- User-centered design
- Pair and scrum programming
- Computers and society
- Professional conduct
- Presenting projects

Priority Missouri Learning Standards/National Standards

9-10.AP.V.01-02, 9-10.DA.IM.01, 11-12.AP.V.01, 9-10.DA.IM.01, 9-10.AP.A.01, 9-10.AP.C.01, 11-12.AP.C.01, 9-10.CS.D.01, 9-10.AP.M.01, 11-12.AP.M.02, 11-12.AP.PD.01, 11-12.AP.PD.03, 9-10.AP.PD.01, 9-10.AP.PD02, 9-10.AP.PD04, 9-10.AP.PD05, 9-10.CS.T.01, 11-12.AP.A.02, 11-12.AP.A.03, 9-10.IC.C.01

	Unit 1: Electronic Data *Desired Results*

Standards	Transfer Goal(s) /Big Ideas
9-10.AP.V.01-02 9-10.DA.IM.01 11-12.AP.V.01 9-10.DA.IM.01	Electronic Data

	Enduring Understandings	Essential Questions
9-10.AP.V.01-02 9-10.DA.IM.01 11-12.AP.V.01 9-10.DA.IM.01	*Students will understand…* *Variables and Data Structures* *Operators(arithmetic, logical)*	*Students will consider…* *How are one or more data stored in computer programs?* *What kinds of data can be stored?* *How are data compared and manipulated in a computer program?*

Learning Targets

- **Students will be able to create, assign, and retrieve variables**
- **Students will be able to appropriately use string, integer, boolean, and float data types**
- **Students will be able to create and manipulate single dimension data structures**
- **Students will be able to use arithmetic and logical operators to compare data**
- **Students will be able to use arithmetic operators to perform simple calculations with data**

Unit Duration:

8 Weeks or 20 80-minute blocks

Unit 2: Controlling Program Flow *Desired Results*		
Standards	**Transfer Goal(s) /Big Ideas**	
9-10.AP.A.01 9-10.AP.C.01 11-12.AP.C.01	Controlling Program Flow	
	Enduring Understandings	**Essential Questions**
	Students will understand…. *Algorithms* *Conditionals* *Loops, iteration*	*Students will consider…* *How are complex instructions converted to simple steps for a computer to complete?* *How does a computer program make decisions?* *How does a program repeat steps or move through multiple items in a group?*
Learning Targets		
Students will be able to devise a set of steps to perform a task **Students will be able to use if/else statements to make decisions about data** **Students will be able to execute a repetitive task using for or while loops**		
Unit Duration:		
8 Weeks or 20 80-minute blocks		

Unit 3: Creative Problem Solving
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
9-10.CS.D.01 9-10.AP.M.01 11-12.AP.M.02 11-12.AP.PD.01, 03 9-10.AP.PD.01, 04	Creative Problem Solving	
	Enduring Understandings	**Essential Questions**
	Students will understand… *Abstraction* *Problem Decomposition* *Iterative Design*	*Students will consider…* *How are complicated programs and languages made simple enough for users?* *How can a large problem be broken down into manageable steps?* *How are complex programs built with repeated design cycles?*

Learning Targets
Students will be able to convert a complex computational problem into a series of coherent steps   **Students will understand that there are multiple layers of language abstractions between the code they write and the code that is run by the processor**   **Students will be able to write a function to modularize code that will be used repeatedly, and call that function**   **Students will be able to use the design cycle to create, and subsequently improve a program**

Unit Duration:
6 weeks or 15 80-minute blocks

Unit 4: Collaborative Programming
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
9-10.AP.PD.02, 05 9-10.CS.T.01 11-12.AP.A.02-03	Collaborative Programming	
	Enduring Understandings	**Essential Questions**
	Students will understand…. *User-centered design* *Pair and scrum programming*	*Students will consider…* *How should user input be used in the production of software?* *How/why would a pair of programmers work on the same program?* *How do a group of three or more people work together on the same program?*

Learning Targets

- **Students will be able to build a program based on user needs, and refine the program based on user feedback**
- **Students will be able to work in a pair as the driver or navigator**
- **Students will be able to fulfill their assigned role in a development scrum and collaborate with the other members to design and write a program**

Unit Duration:

6 weeks or 15 80-minute blocks

Unit 5: Social Computing "Soft Skills"
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
11-12.AP.A.03 9-10.IC.C.01	Social Computing "Soft Skills"	
	Enduring Understandings	**Essential Questions**
	Students will understand… *Computers and Society* *Professional conduct* *Presenting projects*	*Students will consider…* *How does technology shape society and vice versa?* *How should computer science professionals conduct themselves in the workplace?* *How can computer scientists effectively present their ideas and work to others?*

Learning Targets
● **Students will be able to make predictions about potential effects of new technology on society using multiple lines of reasoning** ● **Students will be able to understand and exhibit the expectations of modern professional conduct** ● **Students will be able to present a project exhibiting understanding of the application**

Unit Duration:
6 weeks or 15 80-minute blocks

	Assessment Evidence
Rubric/Scoring	**Assessment**
Electronic Data	● Create a program that creates variables and performs simple math with them, assigning solutions to new variables. ● Add and replace elements in data structures.
Controlling Program Flow	● Students list possible steps to solve a problem ● Student follows program flow to give correct print statement
Creative Problem-Solving	● Given an example user story the student can convert a complex problem into a series of coherent steps, understands the abstraction, write a function that will be used repeatedly ● Student gives ideas on what to improve and how to go about it
Collaborative Programming	● Given a user brief the student can build a program based on user needs ● Student can fulfill their assigned role in a scrum
Social Computing "Soft Skills"	● Given a user brief the student can predict potential effects of new technology ● Student exhibits professional conduct ● Application project and presentation

		Learning Plan		
Week(s)	**Topic**	**Resources/Texts**	**Learning Targets**	**Assessment**
Weeks 1-9	**Electronic Data**	**PLTW Website and Journals**	● **Students will be able to create, assign, and retrieve variables** ● **Students will be able to appropriately use string, integer, boolean, and float data types** ● **Students will be able to create and manipulate single dimension data structures** ● **Students will be able to use arithmetic and logical operators to compare data** ● **Students will be able to use arithmetic operators to perform simple calculations with data**	● **Create a program that creates variables and performs simple math with them, assigning solutions to new variables.** ● **Add and replace elements in data structures.**
Weeks 10-18	**Controlling Program Flow**		● **Students will be able to devise a set of steps to perform a task** ● **Students will be able to use if/else statements to make decisions about data** ● **Students will be able to execute a repetitive task using for or while loops**	● **Students list possible steps to solve a problem** ● **Student follows program flow to give correct print statement**

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Weeks 1-6	Creative Problem-Solving		• Students will be able to convert a complex computational problem into a series of coherent steps • Students will understand that there are multiple layers of language abstractions between the code they write and the code that is run by the processor • Students will be able to write a function to modularize code that will be used repeatedly, and call that function • Students will be able to use the design cycle to create, and subsequently improve a program	• Given an example user story the student can convert a complex problem into a series of coherent steps, understands the abstraction, write a function that will be used repeatedly • Student gives ideas on what to improve and how to go about it
Weeks 7-12	Collaborative Programming		• Students will be able to build a program based on user needs, and refine the program based on user feedback • Students will be able to work in a pair as the driver or navigator • Students will be able to fulfill their assigned role in a development scrum and collaborate with the other members to design and write a program	• Given a user brief the student can build a program based on user needs • Student can fulfill their assigned role in a scrum

Weeks 13-18	**Social Computing "Soft Skills"**		● **Students will be able to make predictions about potential effects of new technology on society using multiple lines of reasoning** ● **Students will be able to understand and exhibit the expectations of modern professional conduct** ● **Students will be able to present a project exhibiting understanding of the application**	● **Given a user brief the student can predict potential effects of new technology** ● **Student exhibits professional conduct** ● **Application project and presentation**

Course: PLTW Computer Science Essentials	
Strand: Electronic Data	
Topic: Evaluating and Manipulating Data	
Objective: The student can manage and manipulate one or more pieces of data using variables and arithmetic.	

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.** ● The student can create a program that utilizes various data structures and conditionals to make decisions.	**Sample Tasks** *4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to*: ● Create a program that can parse through a data structure to look for the largest of integers or matching strings.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● The student can create, assign, and retrieve variables. ● The student can appropriately use string, integer, boolean, and float data types ● The student can create and manipulate single dimension data structures. ● The student can use arithmetic and logical operators to compare data. ● The student can use arithmetic operators to perform simple calculations with data.	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Create a program that creates variables and performs simple math with them, assigning solutions to new variables. ● Add and replace elements in data structures.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● The student identifies which data is stored in a variable. ● The student can appropriately use some data types. ● The student can identify arithmetic and logical operators.	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Selected response questions identifying data types and mechanics of variable creation or assignment
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: PLTW Computer Science Essentials		
Strand: Controlling Program Flow		
Topic: Algorithms, Conditionals, and Iteration		
Objective: The student can build algorithms consisting of conditionals and loops to accomplish a task.		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.** The student can create a program that uses for and while loops, as well as nested conditionals to perform a complex task of their own choosing.	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: Creation of the program listed to the left
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* - The student can devise a set of steps to perform a task. - The student can use if/else statements to make decisions about data with at least three possible choices. - The student can execute a repetitive task using for or while loops.	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* - Student lists possible steps to solve a problem. - Student follows program flow to give correct print statement
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* - The student can devise a set of tasks. - The student can use if/else statements to make decisions about data with at least two possible choices. - The student can execute a repetitive task with either a for or while loop.	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* Student gives incomplete set of steps or partially functional conditionals
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: PLTW Computer Science Essentials	
Strand: Creative Problem-Solving	
Topic: Abstraction, Problem Decomposition, and Iterative Design	
Objective: The student can take a complicated problem and use the design process and abstraction to create a doable and usable program.	

Score 4.0	**4.0.** Knowledge and inferences or applications beyond what was taught. ● The student can devise a complex program and use the below processes to complete it without any starter code.	**Sample Tasks** *4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to*: ● Creation of the project to the left
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● The student can convert a complex computational problem into a series of coherent steps. ● The student understands that there are multiple layers of language abstraction between the code they write and the code that is run by the processor. ● The student can write a function to modularize code that will be used repeatedly, and call that function. ● The student can use the design cycle to create, and subsequently improve a program.	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Given an example user story the student can provide the items to the left. ● Student gives ideas on what to improve and how to go about it.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● The student understands the benefit of decomposing a problem. ● The student understands that the processor does not run the exact code written. ● The student understands that code should be modularized rather than rewritten. ● The student starts any program with a simple form that can be upgraded.	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● The student gives partially correct responses to the above assessment.
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

		Course: PLTW Computer Science Essentials		
		Strand: Collaborative Programming		
		Topic: User-centered Design and Group Programming		
		Objective: The student can build a program to user specifications in a pair or larger group.		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.** ● The student can manage a scrum team to complete a complex program.		**Sample Tasks**	
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● Management rubric for the project to the left.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● The student can build a program based on user needs, and refine the program based on user feedback. ● The student can work in a pair as the driver or navigator. ● The student can fulfill their assigned role in a development scrum and collaborate with the other members to design and write a program.		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Given a user brief the student can perform the tasks to the left.	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● The student can do some of the above correctly		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● The student can perform some of the tasks above.	
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content		
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**			
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content		
Score 0.0	**Even with help, no understanding or skill demonstrated.**			

Course: PLTW Computer Science Essentials	
Strand: Social Computing "Soft Skills"	
Topic: Technology and Society, Professional Conduct, Presenting Projects	
Objective: The student can reflect on the potential societal impact of new technology, act professionally, and present their software projects.	

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
	● The student can research societal need for a program and analyze the potential effects and efficacy of the project.		*4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to*:
			● Scoring rubric for the task to the left.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes*		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:*
	● The student can make predictions about potential effects of new technology on society using multiple lines of reasoning.		● Given a user brief the student can perform the tasks to the left.
	● The student understands and exhibits the expectations of modern professional conduct.		
	● The student can present a project exhibiting understanding of the application and the appropriate terminology.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes*		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:*
	● The student exhibits understanding that technology affects society in complex and varied ways.		● The student can perform some of the tasks above.
	● The student understands some of the expectations of modern professional conduct and exhibits them inconsistently.		
	● The student can present a project exhibiting understanding of the application.		
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

PLTW AP Computer Science Principles
(Advanced Placement)

Grade level(s): 10-12	Credits earned: 1.0
Course Rationale	**Course Description**
This course aims to develop computational thinking and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. Students will become aware of the critical role that technology will play in their future and will learn practical applications that may be used in all walks of life.	Using Python® as a primary tool, students explore and become inspired by career paths that utilize computing, discover tools that foster creativity and collaboration, and use what they've learned to tackle challenges. Students create apps for mobile devices, automate tasks in a variety of languages, find patterns in data, and interpret simulations. Students collaborate to create and present solutions that can improve people's lives. Students will have the option to take the AP exam at the end of the course to gain college credit.

Transfer Goals/Big Ideas

Students will be able to independently use their learning to understand…
- Creativity
- Abstraction
- Data and Information
- Algorithms
- Programming
- The Internet
- Global Impact

Priority Missouri Learning Standards/National Standards

11-12.AP.A.01, 11-12.AP.A.04, 11-12.AP.C.01, 11-12.AP.M.01, 11.12.AP.M.02, 11-12.AP.M.03, 11.12.AP.PD.01, 11.12.AP.PD.02, 11.12.AP.PD.03, 11.12.AP.PD.05, 11.12.AP.PD.07, 11.12.AP.V.01, 11-12.DA.CVT.01, 11-12.DA.IM.01, 11-12.DA.S.01, 11-12.IC.C.01, 11-12.IC.SLE.01, 11-12.NI.C.01, 11-12.NI.NCO.01, 11-12.NI.NCO.02, 11-12.NI.NCO.03

	Unit 1: CREATIVITY *Desired Results*	
Standards	**Transfer Goal(s) /Big Ideas**	
11-12.DA.CVT.01 11-12.DA.IM.01 11-12.AP.M.03 11-12.IC.C.01	Creativity	
	Enduring Understandings	**Essential Questions**
	Students will understand that… Creative development is essential in creating computational artifacts. Computing enables people to use creative development processes to create computational artifacts for creative expression or to solve a problem. Computing can extend traditional forms of human expression and experience.	*Students will consider…* How can a creative development process affect the creation of computational artifacts? How can computing and the use of computational tools foster creative expression? How can computing extend traditional forms of human expression and experience?
Learning Targets		
Students will apply a creative development process to create computational artifacts. **Students will create a computational artifact for creative expression.** **Students will create a computational artifact using computing tools and techniques to solve a problem.** **Students will collaborate in the creation of a computational artifact.** **Students will analyze the correctness, usability, functionality, and suitability of computational artifacts.**		
Unit Duration:		
4 weeks		

Unit 2: ABSTRACTION		
Desired Results		

Standards	Transfer Goal(s) /Big Ideas	
11-12.DA.S.01 11-12.AP.V.01 11-12.AP.C.01 11-12.AP.M.01	Abstraction	
	Enduring Understandings	**Essential Questions**
	Students will understand that… A variety of abstractions built on binary sequences can be used to represent all digital data. Multiple levels of abstraction are used to write programs or create other computational artifacts. Models and simulations use abstraction to generate new understandings and knowledge.	*Students will consider…* How can vastly different kinds of data, physical phenomena, and mathematical concepts be represented on a computer? How does abstraction help us in writing programs, creating computational artifacts, and solving problems? How can computational models and simulations help generate new understanding and knowledge?

Learning Targets
● **Students will describe the variety of abstractions used to represent data.** ● **Students will explain how binary sequences are used to represent digital data.** ● **Students will develop an abstraction when writing a program or creating other computational artifacts.** ● **Students will use multiple levels of abstraction to write programs.** ● **Students will use models and simulations to formulate, refine, and test hypotheses.**

Unit Duration:
5 weeks

	Unit 3: DATA AND INFORMATION *Desired Results*	
Standards	**Transfer Goal(s) /Big Ideas**	
11-12.DA.CVT.01 11-12.IC.C.01 11-12.IC.SLE.01	Data and Information	
	Enduring Understandings	**Essential Questions**
	Students will understand that… People use computer programs to process information and gain insight and knowledge. Computing facilitates exploration and the discovery of connections of information. There are trade-offs when representing information as digital data.	*Students will consider…* How can computation be employed to help people process data and information to gain insight and knowledge? How can computation be employed to facilitate exploration and discovery when working with data? What considerations and trade-offs arise in the computational manipulation of data? What opportunities do large data sets provide for solving problems and creating knowledge?
Learning Targets		

- **Students will find patterns and test hypotheses about digitally processed information to gain insight and knowledge.**
- **Students will collaborate when processing information to gain insight and knowledge.**
- **Students will explain the insight and knowledge gained from digitally processed data by using appropriate visualizations, notations, and precise language.**
- **Students will extract information from data to discover and explain connections or trends.**
- **Students will determine how large data sets impact the use of computational processes to discover information and knowledge.**
- **Students will analyze how data representation, storage, security, and transmission of data involve computational manipulation of information.**

Unit Duration:

4 weeks

	Unit 4: ALGORITHMS *Desired Results*	

Standards	**Transfer Goal(s) /Big Ideas**	
11-12.AP.A.01 11-12.AP.A.04 11.12.AP.V.01 11.12.AP.C.01 11.12.AP.M.01 11.12.AP.M.02 11.12.AP.M.03 11.12.AP.PD.01 11.12.AP.PD.02 11.12.AP.PD.03 11.12.AP.PD.05 11.12.AP.PD.07	Algorithms	
	Enduring Understandings	**Essential Questions**
	Students will understand that… Algorithms are precise sequences of instructions for processes that can be executed by a computer and are implemented using programming languages. Algorithms can solve many, but not all, computational problems.	*Students will consider…* How are algorithms implemented and executed on computers and computational devices? Why are some languages better than others when used to implement algorithms? What kind of problems are easy, what kinds are difficult, and what kinds are impossible to solve algorithmically? How are algorithms evaluated?

Learning Targets
Students will develop an algorithm for implementation in a program.   **Students will express an algorithm in a language.**   **Students will explain the difference between algorithms that run in a reasonable time and those that do not run in a reasonable time.**   **Students will explain the difference between solvable and unsolvable problems in computer science.**   **Students will evaluate algorithms analytically and empirically for efficiency, correctness, and clarity.**

Unit Duration:
7 weeks

Unit 5: PROGRAMMING
Desired Results

Standards	Transfer Goal(s) /Big Ideas
11-12.AP.A.01 11-12.AP.A.04 11-12.AP.M.01 11-12.AP.M.02 11-12.AP.V.01	Programming

	Enduring Understandings	Essential Questions
11-12.AP.A.01 11-12.AP.A.04 11-12.AP.M.01 11-12.AP.M.02 11-12.AP.V.01	*Students will understand that…* Programs can be developed for creative expression, to satisfy personal curiosity, to create new knowledge, or to solve problems (to help people, organizations, or society). People write programs to execute algorithms. Programming is facilitated by appropriate abstractions. Programs are developed, maintained, and used by people for different purposes. Programming uses mathematical and logical concepts.	*Students will consider…* How are programs developed to help people, organizations, or society solve problems? How are programs used for creative expression, to satisfy personal curiosity, or to create new knowledge? How do computer programs implement algorithms? How does abstraction make the development of computer programs possible? How do people develop and test computer programs? Which mathematical and logical concepts are fundamental to computer programming?

Learning Targets

- **Students will develop a program for creative expression, to satisfy personal curiosity, or to create new knowledge.**
- **Students will develop a correct program to solve problems.**
- **Students will collaborate to develop a program.**
- **Students will explain how programs implement algorithms.**
- **Students will use abstraction to manage complexity in programs.**
- **Students will evaluate the correctness of a program.**
- **Students will employ appropriate mathematical and logical concepts in programming.**

Unit Duration:

8 weeks

	Unit 6: THE INTERNET *Desired Results*	

Standards	Transfer Goal(s) /Big Ideas	
11-12.NI.NCO.01 11-12.NI.NCO.02 11-12.NI.NCO.03 11-12.NI.C.01	The Internet	
	Enduring Understandings	**Essential Questions**
	Students will understand that… The Internet is a network of autonomous systems. Characteristics of the Internet influence the systems built on it. Cybersecurity is an important concern for the Internet and the systems built on it.	*Students will consider…* What is the Internet? How is it built? How does it function? What aspects of the Internet's design and development have helped it scale and flourish? How is cybersecurity impacting the ever-increasing number of Internet users?

Learning Targets

- **Students will explain the abstractions in the Internet and how the Internet functions.**
- **Students will explain the characteristics of the Internet and the systems built on it.**
- **Students will explain how the characteristics of the Internet influence the systems built on it.**
- **Students will identify existing cyber-security concerns and potential options to address these issues with the internet and the systems built on it.**

Unit Duration:

3 weeks

Unit 7: GLOBAL IMPACT
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
11-12.IC.C.01 11-12.IC.SLE.01	Global Impact	
	Enduring Understandings	**Essential Questions**
	Students will understand that… Computing enhances communication, interaction, and cognition. Computing enables innovation in nearly every field. Computing has global effects - both beneficial and harmful - on people and society. Computing innovations influence and are influenced by the economic, social, and cultural contexts in which they are designed and used.	*Students will consider…* How does computing enhance human communication, interaction, and cognition? How does computing enable innovation? What are some potential beneficial and harmful effects of computing? How do economic, social, and cultural contexts influence innovation and the use of computing?
Learning Targets		
Students will explain how computing innovations affect communication, interaction, and cognition. **Students will explain how people participate in a problem-solving process that scales.** **Students will explain how computing has impacted innovations in other fields.** **Students will analyze the beneficial and harmful effects of computing.** **Students will explain the connections between computing and real-world contexts, including economic, social, and cultural contexts.** **Students will access, manage, and attribute information using effective strategies.** **Students will evaluate online and print sources for appropriateness and credibility.**		
Unit Duration:		
3 weeks		

	Assessment Evidence
Rubric/Scoring	**Assessment**
Creativity	• Create a game or story that incorporates user interaction • In the game/story, user input fundamentally affects what happens; game has an objective with degrees of progress; and game must include different states
Abstraction	• Create a product for a "client" that is a simple app or program that will be developed into a product. • Use diagrams, lists, and flowcharts to illustrate levels of abstraction for the product. • Create a product backlog, user stories, and sprint task list and will consider the use of a compiler and/or interpreter to translate the program for other operating systems to meet client's needs.
Data and Information	• Use a provided set of data to extract information from data to discover and explain connections and trends. • Determine how large data sets impact the use of computational processes to discover information and knowledge. • Analyze how data representation, storage, security, and transmission of data involve computational manipulation of information.
Algorithms	• Write computer programs after first creating an algorithm to handle the program logic and that include: general algorithm strategies; different data types, variables, and functions; conditionals and branching; nested branching; and strings, tuples, and lists; for and while loops • Compete against classmates in the Iterative Prisoner's Dilemma • Evaluate key algorithms of a program
Programming	• Be provided with a set list of client scenarios, will select one client, and will: develop a program to satisfy the client's needs and solve their problem; and evaluate the correctness of the program. • Employ mathematical and logical concepts in their programming.
The Internet	• Complete activities including: explore and analyze the relationships between routers, switches, servers, topology and addressing; and describe key protocols and underlying processes of

	internet-based services (e.g., http/https and Simple Mail Transfer Protocol (SMTP)/internet Message Access Protocol (IMAP), routing protocols ● Explain how the characteristics of the Internet influence the systems developed on it ● Complete a cryptography and cipher project that will detail how secure protocols and key encryption impact cybersecurity
Global Impact	● Read selections from *Blown to Bits*, and will complete a summary/report of the selection ● After examining communications technology and discussing ways in which computing affects our ability to build community, students will successfully debate their assigned side of a topic about issues of free speech and how different countries have different standards for what ought to be censored. ● Write and present a report about a field of their choice in which computing has impacted innovation

	Learning Plan			
Week(s)	**Topic**	**Resources/Texts**	**Learning Targets**	**Assessment**
Weeks 1-4	**Creativity**	PLTW Website and Journals	● Students will apply a creative development process to create computational artifacts. ● Students will create a computational artifact for creative expression. ● Students will create a computational artifact using computing tools and techniques to solve a problem. ● Students will collaborate in the creation of a computational artifact. ● Students will analyze the correctness, usability, functionality, and suitability of computational artifacts.	● Create a game or story that incorporates user interaction ● In the game/story, user input fundamentally affects what happens; game has an objective with degrees of progress; and game must include different states
Weeks 5-9	**Abstraction**		● Students will describe the variety of abstractions used to represent data. ● Students will explain how binary sequences are used to represent digital data. ● Students will develop an abstraction when writing a program or creating other computational artifacts. ● Students will use multiple levels of abstraction to write programs.	● Create a product for a "client" that is a simple app or program that will be developed into a product. ● Use diagrams, lists, and flowcharts to illustrate levels of abstraction for the product. ● Create a product backlog, user stories, and sprint task list and will consider the use of a compiler and/or interpreter to translate the program for other

Weeks				
			● Students will use models and simulations to formulate, refine, and test hypotheses.	operating systems to meet client's needs.
Weeks 10-13	Data and Information		● Students will find patterns and test hypotheses about digitally processed information to gain insight and knowledge. ● Students will collaborate when processing information to gain insight and knowledge. ● Students will explain the insight and knowledge gained from digitally processed data by using appropriate visualizations, notations, and precise language.	● Use a provided set of data to extract information from data to discover and explain connections and trends. ● Determine how large data sets impact the use of computational processes to discover information and knowledge. ● Analyze how data representation, storage, security, and transmission of data involve computational manipulation of information.
Weeks 14-20	Algorithms		● Students will develop an algorithm for implementation in a program. ● Students will express an algorithm in a language. ● Students will explain the difference between algorithms that run in a reasonable time and those that do not run in a reasonable time. ● Students will explain the difference between solvable and unsolvable problems in computer science. ● Students will evaluate algorithms analytically and empirically for efficiency, correctness, and clarity.	● Write computer programs after first creating an algorithm to handle the program logic and that include: general algorithm strategies; different data types, variables, and functions; conditionals and branching; nested branching; and strings, tuples, and lists; for and while loops ● Compete against classmates in the Iterative Prisoner's Dilemma ● Evaluate key algorithms of a program
Weeks 21-28	Programming		● Students will develop a program for creative expression, to satisfy	● Be provided with a set list of client scenarios, will select one client, and will: develop a

			personal curiosity, or to create new knowledge. • Students will develop a correct program to solve problems. • Students will collaborate to develop a program. • Students will explain how programs implement algorithms. • Students will use abstraction to manage complexity in programs. • Students will evaluate the correctness of a program. • Students will employ appropriate mathematical and logical concepts in programming.	program to satisfy the client's needs and solve their problem; and evaluate the correctness of the program. • Employ mathematical and logical concepts in their programming.
Weeks 29-31	**The Internet**		• Students will explain the abstractions in the Internet and how the Internet functions. • Students will explain the characteristics of the Internet and the systems built on it. • Students will explain how the characteristics of the Internet influence the systems built on it. • Students will identify existing cyber-security concerns and potential options to address these issues with the internet and the systems built on it.	• Complete activities including: explore and analyze the relationships between routers, switches, servers, topology and addressing; and describe key protocols and underlying processes of internet-based services (e.g., http/https and Simple Mail Transfer Protocol (SMTP)/internet Message Access Protocol (IMAP), routing protocols • Explain how the characteristics of the Internet influence the systems developed on it • Complete a cryptography and cipher project that will detail how secure protocols and key encryption impact cybersecurity

Weeks 32-34	Global Impact			● Students will explain how computing innovations affect communication, interaction, and cognition. ● Students will explain how people participate in a problem-solving process that scales. ● Students will explain how computing has impacted innovations in other fields. ● Students will analyze the beneficial and harmful effects of computing. ● Students will explain the connections between computing and real-world contexts, including economic, social, and cultural contexts. ● Students will access, manage, and attribute information using effective strategies. ● Students will evaluate online and print sources for appropriateness and credibility.	● Read selections from *Blown to Bits*, and will complete a summary/report of the selection ● After examining communications technology and discussing ways in which computing affects our ability to build community, student will successfully debate their assigned side of a topic about issues of free speech and how different countries have different standards for what ought to be censored. ● Write and present a report about a field of their choice in which computing has impacted innovation

		Course: PLTW Computer Science Principles (AP course)	

Strand: Creativity

Topic: Computing is a creative activity.

Objective: Student will be able to create a program for a game or story.

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**		**Sample Tasks**
	● Complete an optional project from the BJC (Beauty and Joy of Computing) by the University of California, Berkeley, including: Build Your Own Clock; Daisy Design; The Game of Pong; or Modeling Art that requires user interaction		*4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to*: ● Creation of the program listed to the left
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● The student will use a creative development process to create computational artifacts. ● The student will use creative development processes to create computational artifacts for creative expression or to solve a problem. ● The student will use computing to extend traditional forms of human expression and experience.		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Create a game or story that incorporates user interaction. o User input fundamentally affects what happens in game or story. o Game has an objective with degrees of progress. o Game should include different states.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● Recognize or recall specific terminology such as algorithm, input, output, state, memory, state diagram, sprite, scripts, executes, Boolean expressions, bug, debugging, central processing unit, method, object, event, handler, and variable roles.		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Complete the game or story, but it is missing critical or essential components
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: PLTW Computer Science Principles (AP course)	
Strand: Abstraction	
Topic: Abstraction reduces information and detail to facilitate focus on relevant concepts.	
Objective: Student will create a program for a client using multiple levels of abstraction.	

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.** Complete an optional project from the BJC (Beauty and Joy of Computing) by the University of California, Berkeley, including: Automated Fortune Teller; Egyptian Motif; Mastermind; Modeling Language, Plurals: Part 1 or 2	**Sample Tasks** *4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to*: Creation of the program listed to the left
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* - The student will understand how a variety of abstractions built on binary sequences can be used to represent all digital data. - The student will use multiple levels of abstraction to write programs or create computational artifacts. - The student will gain new understandings and knowledge through models and simulations that use abstraction. - The student will use appropriate vocabulary for the program's development.	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* - Create a product for a "client". - Decide on a simple app or program that will be developed into a product. - Use diagrams, lists, and flowcharts to illustrate levels of abstraction for the product. - Create product backlog, user stories, and sprint task list. - Consider the use of a compiler and/or interpreter to translate the program for other operating systems to meet client's needs.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* Recognize or recall specific terminology such as binary, byte, ASCII code, UTF-8, compression ratio, compression, lossy, palette, fidelity, continuous, analog, discrete, digital, analog-to-digital conversion, type, data abstraction, protocol, encryption, domain name, fixed value, most recent, accumulator, aggregator, stepper, walker, one-way flag, best-so-far, global variables, concatenation, pseudorandom, and padding	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* - Complete the product for the client, but does not: - use diagrams, lists, and flowcharts to illustrate levels of abstraction - create a complete or correct product backlog, user story, or sprint task list
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: PLTW Computer Science Principles (AP course)	
Strand: Data and Information	
Topic: Data and information facilitate the creation of knowledge.	
Objective: Student will use a variety of computational tools and techniques to better understand the many ways in which data is transformed into information and knowledge.	

Score	4.0. Knowledge and inferences or applications beyond what was taught.	Sample Tasks
Score 4.0	● Complete an optional project from the BJC (Beauty and Joy of Computing) by the University of California, Berkeley, on Analyzing Global Health Data	*4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to:* ● Creation of the program listed to the left
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	

Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes*
	
	 ● Student will use computer programs to translate, process, and visualize raw data and to create information.
	 ● Student will use computing to facilitate exploration and the discovery of connections of information.
	 ● Student will use a variety of computational tools and techniques to better understand the many ways in which data is transformed into information and knowledge.
		ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:
		 ● Use a provided set of data to:
		   o Extract information from data to discover and explain connections and trends.
		   o Determine how large data sets impact the use of computational processes to discover information and knowledge.
		   o Analyze how data representation, storage, security, and transmission of data involve computational manipulation of information.

	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● Recognize or recall specific terminology such as visualizations, frequency, generalized, hard coding, relative frequency, anomaly, data skills, frame, End User Agreement, privacy policy, sensitive information, reidentified, parallel processing, redundant, fault-tolerant, threads, data parallel, task parallel, exploratory data analysis, statistics, histogram, bar chart	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Extract information, but does not explain connections and trends ● Does not adequately analyze how data representation, storage, security, and transmission of data involve computational manipulation of information
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: PLTW Computer Science Principles (AP course)	
Strand: Algorithms	
Topic: Algorithms are used to develop and express solutions to computational problems.	
Objective: Student will be introduced to algorithms and their role in program design. Students will work with algorithms in many ways, including studying common algorithms, developing and expressing original algorithms, implement algorithms in a language, and analyze algorithms analytically and empirically.	

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
	● Complete an optional project from the BJC (Beauty and Joy of Computing) by the University of California, Berkeley, including: Creating a Computer Player; Making the Computer Play Strategically	*4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to*: ● Creation of the program listed to the left
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	

Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes*
	
	 ● Student will understand that algorithms are precise sequences of instruction for processes that can be executed by a computer and are implemented using programming languages.
	 ● Student will explain the difference between algorithms that run in a reasonable time and can solve computational problems and algorithms that do not run in a reasonable time and cannot solve computational problems.
	 ● Student will evaluate algorithms.
		ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:
		 ● Write computer programs after first creating an algorithm to handle the program logic and that include:
		     o general algorithm strategies
		     o different data types, variables, and functions
		     o conditionals and branching; nested branching
		     o strings, tuples, and lists; for and while loops
		 ● Compete against classmates in the Iterative Prisoner's Dilemma
		 ● Evaluate key algorithms of a program

	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● Recognize or recall specific terminology such as machine code, register, op codes, least significant, modules, imported, libraries, working directory, int, type, native type, float, state, syntax, evaluate, call, built-in function, multi-line comment, docstring, namespace, interpreter, compiler, arguments, test suite	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Completes the computer program but does not include all data types, variables, and functions ● Does not evaluate key algorithms of the program
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: PLTW Computer Science Principles (AP course)		
Strand: Programming		
Topic: Programming enables problem solving, human expression, and creation of knowledge.		
Objective: Student will create programs and translate human intention into computational artifacts.		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● After consulting teacher, demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Student will explore programming. ● Student will use concepts and techniques to write programs, develop software, and use software effectively while executing algorithms and including appropriate abstractions. ● Student will select a particular programming language based on the appropriateness for a specific project or problem. ● The student will use appropriate vocabulary for the program's development.	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Be provided with a set list of client scenarios, will select one client, and will: o Develop a program for to satisfy the client's needs and solve their problem o Evaluate the correctness of the program. o Employ mathematical and logical concepts in their programming.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● Recognize or recall specific terminology such as Unified Modeling Language (UML), programming paradigm, absolute filename, relative filename, tree, root, nodes, parent, escape character, interactive Graphical User Interfaces (GUIs), class, object, method, instance, interpolate, Application Programming Interface (API), array, opaque, alpha channel, object-oriented, instantiation, constructor, exception, handler, traceback	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Complete the client program, but does not employ mathematical and logical concepts in their programming
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: PLTW Computer Science Principles (AP course)		
Strand: The Internet		
Topic: The Internet pervades modern computing.		
Objective: Student will gain insight into how the Internet operates, study characteristics of the Internet and systems built on it, and analyze important concerns such as cybersecurity.		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught.** ● Complete an optional project from the BJC (Beauty and Joy of Computing) by the University of California, Berkeley, including: Cyberbullying, Working Remotely, Working Conditions		**Sample Tasks** *4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to*: ● Creation of the program listed to the left
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	

Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes*
	
	● Student will explain how the Internet and the network of autonomous systems built on it have had a profound impact on society.
	● Student will explain the characteristics of the Internet and the systems built on it.
	● Student will describe how cybersecurity is impacting the ever-increasing number of Internet users
			ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:
			● Complete activities including:
			   o Explore and analyze the relationships between routers, switches, servers, topology and addressing
			   o Describe key protocols and underlying processes of internet-based services (e.g., http/https and Simple Mail Transfer Protocol (SMTP)/internet Message Access Protocol (IMAP), routing protocols
			   o Explain how the characteristics of the Internet influence the systems developed on it
			● Complete a cryptography and cipher project that will detail how secure protocols and key encryption impact cybersecurity

	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● Recognize or recall specific terminology such as metadata, packets, router, Internet Service Provider (ISP), protocol, IPv4, dotted decimal, IPv6, Domain Name System (DNS), name servers, browser tabs, bookmarks, history, browser, client application, client machine, TCP/IP, redundancy, URL, parameters, port, filter, cookie, HTML, CSS, JavaScript, web crawlers, web index, query, computer system design, bandwidth, handshake, TCP, HTTP, hierarchical, ICANN, command line interface		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Recall specific terminology
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: PLTW Computer Science Principles (AP course)	
Strand: Global Impact	
Topic: Computing has a global impact.	
Objective: Student will become familiar with the many ways in which computing enables innovation and will analyze the potential benefits and harmful effects of computing in a number of contexts.	

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught.		Sample Tasks
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● After consulting teacher, demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Student will understand that computing enhances communication, interaction, and cognition. ● Student will explain how computing has impacted innovation in nearly every field. ● Student will analyze the global effects of computing, both beneficial and harmful, on people and society. ● Student will explain how economic, social, and cultural contexts influence innovation and the use of computing.		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Read selections from *Blown to Bits*, and will complete a summary/report of the selection ● After examining communications technology and discussing ways in which computing affects our ability to build community, student will successfully debate their assigned side of a topic about issues of free speech and how different countries have different standards for what ought to be censored. ● Write and present a report about a field of their choice in which computing has impacted innovation
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● Recognize or recall specific terminology such as simulation, Moore's Law, flops, distributed computing, crowdsourcing, simulation and modeling, emergent behaviors, ethics		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● Read selection from *Blown to Bits*, but does not do a thorough summary/report of the selection ● Does not successfully debate their topic
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Sports and Entertainment Marketing
Course Overview

Grade level(s): 10-12	**Credits earned:** 1/2
Course Rationale	**Course Description**
The rationale for marketing courses in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals.	This course is designed to introduce the role of marketing applications in the sports and entertainment industries. Areas of study include: advertising, selling, pricing, distribution, communications, human relations, and product development. The marketing and management functions can be applied in amateur or professional sports or sporting events, entertainment or entertainment events, selling or renting of supplies and equipment (other than vehicles) used for recreational or sporting purposes, products and services related to hobbies or cultural events or businesses primarily engaged in satisfying the desire to make productive, or enjoyable use of leisure time. The course is project-based and will stress the importance of teamwork and the use of technology in order to complete assignments. DECA, "An Association of Marketing Students," is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences, and competition on a district, state, and national level.

Transfer Goals/Big Ideas

Students will be able to independently use their learning to…

- Channel Management
- Finance and Risk Management
- Human Relations and Career Readiness
- Market Research
- Product and Service Management
- Selling and Promotion
- Sponsorships and Endorsements
- Sports and Marketing Foundations

Priority Missouri Learning Standards/National Standards
MLS Sports and Entertainment Channel Management 1-2
MLS Sports and Entertainment Finance and Risk Management 3-8, 13-16
MLS Sports and Entertainment Human Relations and Career Readiness 4, 6
MLS Market Research 1, 3-8
MLS Human Relations 1, 7
MLS Product & Service Management 3, 5
MLS Selling & Promotion 1, 5, 8
MLS Sponsorships & Endorsements 1-2
MLS Sports & Entertainment Marketing Foundations 1-2, 8, 11-13

	Unit 1: Channel Management
	Desired Results

Standards	Transfer Goal(s) /Big Ideas	
MLS Sports and Entertainment Channel Management 1-2	Channel Management	
	Enduring Understandings	**Essential Questions**
	Students will understand… *Use of direct/indirect channel members* *Proper use of multiple channels*	*Students will consider…* *What are some examples of Direct/Indirect and how they are used?* *Why and how do companies utilize multiple channels to reach customers?*

Learning Targets
● **Students will be able to list and describe examples of direct and indirect channel members** ● **Students will be able to correctly analyze why and how companies use multiple channels**

Unit Duration:
2 Weeks

Unit 2: Finance and Risk Management
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
MLS Sports and Entertainment Finance and Risk Management 3-8, 13-16	Finance and Risk Management	
	Enduring Understandings	**Essential Questions**
	Students will understand… *Non-price competition* *Revenue sources* *Risk management*	*Students will consider…* *What is non-price competition?* *What are the sources of revenue in the sports and entertainment industry?* *What are some risks in the sports and entertainment industry and how do you minimize them?* *How do you define safety and security and how do you make considerations for them?*

Learning Targets
Students will be able to explain non-price competition   **Students will be able to list and describe sources of revenue in the sports and entertainment industry**   **Students will be able to identify risks and how to minimize them**   **Students will be able to determine how to make considerations for safety and security**

Unit Duration:
2 Weeks

	Unit 3: Human Relations and Career Readiness ***Desired Results***

Standards	Transfer Goal(s) /Big Ideas
MLS Sports and Entertainment Human Relations and Career Readiness 4, 6	Human Relations and Career Readiness

	Enduring Understandings	Essential Questions
	Students will understand… *Community impact* *Career opportunities* *Knowledge and marketability*	*Students will consider…* *What is the impact of sports and entertainment events in a community?* *What are some career opportunities in sports and entertainment marketing?* *How can a student expand their knowledge/marketability in a sports and marketing industry?*

Learning Targets

- **Students will be able to explain the impact of sports and entertainment events in a community**
- **Students will research and identify career opportunities in sports and entertainment marketing**
- **Students will demonstrate how to expand their knowledge/marketability in a sports and marketing industry**

Unit Duration:

3 Weeks

	Unit 4: Market Research *Desired Results*

Standards	Transfer Goal(s) /Big Ideas	
MLS Market Research 1, 3-8	Market Research	
	Enduring Understandings	**Essential Questions**
	Students will understand… *Conducting marketing research* *Steps in research process* *Primary and secondary research*	*Students will consider…* *What are the benefits of conducting marketing research?* *What are the steps in the marketing research process?* *What is the difference between primary and secondary marketing research?*

Learning Targets
● **Students will be able to identify the benefits of conducting market research** ● **Students will be able to explain the steps in the marketing research process** ● **Students will be able to describe the difference between primary and secondary market research**

Unit Duration:
2 Weeks

Unit 5: Product and Service Management *Desired Results*		
Standards	**Transfer Goal(s) /Big Ideas**	
MLS Human Relations 1, 7 MLS Product & Service Management 3, 5	Product and Service Management	
	Enduring Understandings	**Essential Questions**
	Students will understand… *Image* *Unethical practices*	*Students will consider…* *Why is it important to invest in an image?* *How do unethical practices impact the sports and entertainment industry?*
Learning Targets		
● **Students will be able to explain the importance of investing in an image** ● **Students will be able to identify how unethical practices impact the sports and entertainment industry**		
Unit Duration:		
2 Weeks		

Unit 6: Selling and Promotion
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
MLS Selling & Promotion 1, 5, 8	Selling and Promotion	
	Enduring Understandings	**Essential Questions**
	Students will understand… *Sports and Entertainment Promotion* *Selling Sports and Entertainment*	*Students will consider…* *How would you explain how to use promotion in sports and entertainment?* *What are the sales strategies for attracting groups to sports and entertainment venues?*

Learning Targets
● **Students will demonstrate how to use promotion in sports and entertainment** ● **Students will be able to identify and explain sales strategies for attracting groups to sports and entertainment venues**

Unit Duration:
3 Weeks

	Unit 7: Sponsorship and Endorsements *Desired Results*

Standards	Transfer Goal(s) /Big Ideas
MLS Selling & Promotion 8 MLS Sponsorships & Endorsements 1-2	Sponsorship and Endorsements

	Enduring Understandings	Essential Questions
	Students will understand… *Sports and Entertainment Sponsorship Plan Endorsements* *Effectiveness of sponsorships and endorsement*	*Students will consider…* *How are sponsorships beneficial to the sponsor?* *How do you define endorsements and explain their restrictions?* *How are sponsorships and endorsements used as a tool in the promotional mix by sports and entertainment organizations?* *In what ways are sponsorships and endorsements secured?* *How does an organization evaluate the effectiveness of a sponsorship plan or endorsement?*

Learning Targets

- **Students will be able to identify the benefit of sponsorships to the sponsor**
- **Students will be able to explain endorsements and their restrictions**
- **Students will demonstrate how sponsorships and endorsements are used as a tool in the promotional mix by sports and entertainment organizations**
- **Students will be able to determine how sponsorships and endorsements are secured**
- **Students will be able to explain how an organization evaluates the effectiveness of a sponsorship plan or endorsement**

Unit Duration:

3 Weeks

<table><tr><td>◎</td></tr></table>	**Unit 8: Sports and Entertainment Marketing Foundations** ***Desired Results***	

	Transfer Goal(s) /Big Ideas	
MLS Sports & Entertainment Marketing Foundations 1-2, 8, 11-13 MLS Market Research 8	Sports and Entertainment Marketing Foundations	
	Enduring Understandings	**Essential Questions**
	Students will understand… *Sports and Entertainment Legal Issues* *Marketing Basics* *Global Sports and Entertainment Trends* *Market conditions*	*Students will consider…* *What is the difference between illegal activity and unethical practices in the sports and entertainment industry?* *How do you apply the 4 Ps (product, price, place, promotion) to the sports and entertainment industry?* *What are current trends in the sports and entertainment industry?* *How do economic forces impact the sports and entertainment industry?*

Learning Targets
● **Students will be able to differentiate between illegal activity and unethical practices in the sports and entertainment industry** ● **Students will be able to apply the 4 Ps to the sports and entertainment industry** ● **Students will be able to identify current trends in the sports and entertainment industry** ● **Students will be able to explain how economic forces impact the sports and entertainment industry**

Unit Duration:
3 Weeks

	Assessment Evidence
Rubric/Scoring	**Assessment**
Channel Management	- Students complete an SEM channel management worksheet. - Students work with the instructor to analyze the place element of the marketing mix as it relates to SEM by performing the role of a channel member of distribution. - Students complete a distribution project on SEM.
Finance and Risk Management	- Students work in teams on the "All Star Project." - Students will select a business to partner with SEM Operations Research or the Virtual Business Challenge - Sports on the DECA competitive events
Human Relations and Career Readiness	- Students research a different career or person in SEM to determine how they got into their career, along with the benefits of being in that career - Students research careers they are interested in. Students then work in groups to write about future work trends and job skills.
Market Research	- Students notes on market research lectures. - Complete a SWOT Analysis for the National Football League with a minimum of four items for each SWOT category - Energy Drink Research Activity
Product and Service Management	Research Paper on unethical practices impacting SEM

Selling and Promotion	● Investing in image, college athletes marketability ● Promotional Mix for High School Sports ● Selling to groups ● Fairy Tale Rewrite with Product Placement
Sponsorships and Endorsements	● Sport Org/Entertainment Event Sponsorship ● Celebrity Endorsement Project
Sports and Entertainment Marketing Foundations	● Group Restaurant Theme Project ● 7 Functions of Favorite Sports Franchise ● Illegal v. Unethical Assignment

				Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
2 Weeks	Channel Management	Cengage - Sports and Entertainment Marketing 4e, Knowledge Matters MBA Research Modules	● Students will be able to list and describe examples of direct and indirect channel members ● Students will be able to correctly analyze why and how companies use multiple channels	● Students complete an SEM channel management worksheet. ● Students work with the instructor to analyze the place element of the marketing mix as it relates to SEM by performing the role of a channel member of distribution. ● Students complete a distribution project on SEM.
2 Weeks	Finance and Risk Management		● Students will be able to explain non-price competition ● Students will be able to list and describe sources of revenue in the sports and entertainment industry ● Students will be able to identify risks and how to minimize them ● Students will be able to determine how to make considerations for safety and security ● Students will be able to explain the impact of sports and entertainment events in a community	● Students work in teams on the "All Star Project." ● Students will select a business to partner with SEM Operations Research or the Virtual Business Challenge - Sports on the DECA competitive events

3 Weeks	Human Relations and Career Readiness			● Students will research and identify career opportunities in sports and entertainment marketing ● Students will demonstrate how to expand their knowledge/marketability in a sports and marketing industry	● Students research a different career or person in SEM to determine how they got into their career, along with the benefits of being in that career ● Students research careers they are interested in. Students then work in groups to write about future work trends and job skills.
2 Weeks	Market Research			● Students will be able to identify the benefits of conducting market research ● Students will be able to explain the steps in the marketing research process ● Students will be able to describe the difference between primary and secondary market research	● Students take notes on market research lectures. ● Complete a SWOT Analysis for the National Football League with a minimum of four items for each SWOT category ● Energy Drink Research Activity
2 Weeks	Product and Service Management			● Students will be able to explain the importance of investing in an image ● Students will be able to identify how unethical practices impact the sports and entertainment industry	● Research Paper on unethical practices impacting SEM ● Investing in image, college athletes marketability.
3 Weeks	Selling and Promotion			● Students will demonstrate how to use promotion in sports and entertainment ● Students will be able to identify and explain sales strategies for	● Promotional Mix for High School Sports ● Selling to groups

			attracting groups to sports and entertainment venues	● Fairy Tale Rewrite with Product Placement
3 Weeks	**Sponsorships and Endorsements**		● Students will be able to identify the benefit of sponsorships to the sponsor ● Students will be able to explain endorsements and their restrictions ● Students will demonstrate how sponsorships and endorsements are used as a tool in the promotional mix by sports and entertainment organizations ● Students will be able to determine how sponsorships and endorsements are secured	● **Sport Org/Entertainment Event Sponsorship** ● **Celebrity Endorsement Project**
3 Weeks	**Sports and Entertainment Marketing Foundations**		● Students will be able to differentiate between illegal activity and unethical practices in the sports and entertainment industry ● Students will be able to apply the 4 Ps to the sports and entertainment industry ● Students will be able to identify current trends in the sports and entertainment industry ● Students will be able to explain how economic forces impact the sports and entertainment industry	● **Group Restaurant Theme Project** ● **7 Functions of Favorite Sports Franchise** ● **Illegal v. Unethical Assignment**

Course: Sports and Entertainment Marketing		
Strand: Channel Management		
Topic: Direct/Indirect channel members and Use of multiple channels		
Grades 11-12		
4.0	*In addition to 3.0, knowledge and inferences or applications that go beyond what was taught*	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: After consulting teacher demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Students will explore the distribution channels and will understand how Channel Management is used within the Sports & Entertainment industries	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*: The student exhibits no major errors or omissions in the following tasks: ● Students complete an SEM channel management worksheet. ● Students work with the instructor to analyze the place element of the marketing mix as it relates to SEM by performing the role of a channel member of distribution. ● Students complete a distribution project on SEM.
	2.5 With help, no more than 1 error on the required document	
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● With help, students will explore the distribution channels and will understand how Channel Management is used within the SEM industries	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* With help, students will complete all tasks and assessments required for unit
	1.5 With help, there are no more than 3	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Even with help, no understanding or skill demonstrated.**	

	Course: Sports and Entertainment Marketing	
	Strand: Finance and Risk Management	
	Topic: Non-price competition, sources of revenue and risk management	
Grades 11-12		
4.0	*In addition to 3.0, knowledge and inferences or applications that go beyond what was taught*	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: After consulting teacher demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Students will understand concepts affecting Finance and Risk Management in Sports & Entertainment industries	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*: The student exhibits no major errors or omissions in the following tasks: ● Students work in teams on the "All Star Project." ● Students will select a business to partner with SEM Operations Research or the Virtual Business Challenge - Sports on the DECA competitive events
	2.5 With help, no more than 1 error on the required document	
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● With help, students will understand concepts affecting Finance and Risk Management in Sports & Entertainment industries	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* With help, students will complete all tasks and assessments required for unit
	1.5 **With help, there are no more than 3**	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Even with help, no understanding or skill demonstrated.**	

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Course: Sports and Entertainment Marketing			
Strand: Human Relations and Career Readiness			
Topic: Community Impact and Career Opportunities			
Grades 11-12			
4.0	*In addition to 3.0, knowledge and inferences or applications that go beyond what was taught*		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: After consulting teacher demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Students will understand the impact of Human Relations and Career opportunities available in Sports & Entertainment industries		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*: ● Students research a different career or person in SEM to determine how they got into their career, along with the benefits of being in that career ● Students research careers they are interested in. Students then work in groups to write about future work trends and job skills.
	2.5	With help, no more than 1 error on the required document	
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● With help, Students will understand the impact of Human Relations and Career opportunities available in Sports & Entertainment industries		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* With help, students will complete all tasks and assessments required for unit
	1.5	**With help, there are no more than 3 errors**	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Even with help, no understanding or skill demonstrated.**		

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		Course: Sports and Entertainment Marketing		
		Strand: Market Research		
		Topic: Steps in Research Process and primary and secondary research		
Grades 11-12				
4.0	*In addition to 3.0, knowledge and inferences or applications that go beyond what was taught*		**Sample Tasks**	
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: After consulting teacher demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Students will understand how Marketing Research is integral in Sports and Entertainment industry		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*: The student exhibits no major errors or omissions in the following tasks: ● Students take notes on market research lectures. ● Complete a SWOT Analysis for the National Football League with a minimum of four items for each SWOT category ● Energy Drink Research Activity http://teachers.net/lessons/posts/4258.html	
	2.5	With help, no more than 1 error on the required document		
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● With help, students will understand how Marketing Research is integral in Sports and Entertainment industry		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* With help, students will complete all tasks and assessments required for unit	
	1.5	**With help, there are no more than 3 errors**		
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**			
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content		
0.0	**Student did not complete**			

		Course: Sports and Entertainment Marketing	
		Strand: Product and Service Management	
		Topic: Importance of image and Impact of unethical practices	
Grades 11-12			
4.0	*In addition to 3.0, knowledge and inferences or applications that go beyond what was taught*		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: After consulting teacher demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Students will understand the importance of investing in an image and the impact of ethical practices in SEM		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*: The student exhibits no major errors or omissions in the following tasks: ● Research Paper on unethical practices impacting SEM ● Investing in image, college athletes marketability
	2.5	With help, no more than 1 error on the required document	
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● With help, Students will understand the importance of investing in an image and the impact of ethical practices in SEM		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* With help: ● Complete all tasks and assessments required for unit
	1.5	**With help, there are no more than 3 errors**	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Student did not complete**		

Course: Sports and Entertainment Marketing
Strand: Selling and Promotion
Topic: Use of Promotion and Sales Strategies

Grades 11-12			
4.0	*In addition to 3.0, knowledge and inferences or applications that go beyond what was taught*		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: After consulting teacher demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Students will be able to use the promotional mix and group sales strategies		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*: The student exhibits no major errors or omissions in the following tasks: ● Promotional Mix for High School Sports ● Selling to groups ● Fairy Tale Rewrite with Product Placement
	2.5	With help, no more than 1 error on the required document	
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● With help, Students will be able to use the promotional mix and group sales strategies		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* With help: ● Complete all tasks and assessments required for unit
	1.5	**With help, there are no more than 3**	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Even with help, no understanding or skill demonstrated.**		

		Course: Sports and Entertainment Marketing		
		Strand: Sponsorships and Endorsements		
		Topic: Effectiveness of Sponsorships and Endorsements		
Grades 11-12				
4.0	*In addition to 3.0, knowledge and inferences or applications that go beyond what was taught*		**Sample Tasks**	
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: After consulting teacher demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		

3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes*
	
	● Students will be able to explain the importance of sponsorships and endorsements, along with how they are secured
			ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to:
			The student exhibits no major errors or omissions in the following tasks:
			  ● Sport Org/Entertainment Event Sponsorship
			  ● Celebrity Endorsement Project	

	2.5	With help, no more than 1 error on the required document		
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● With help, Students will be able to explain the importance of sponsorships and endorsements, along with how they are secured		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* With help: Complete all tasks and assessments required for unit	
	1.5	**Misses on 1 or 2 of the performance indicators.**		
1.0	**Student answers 1 or fewer of the performance indicators**			
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content		
0.0	**Student did not complete**			

Course: Sports and Entertainment Marketing		
Strand: Sports and Entertainment Marketing Foundations		
Topic: Fundamentals of Sports and Entertainment Marketing		
Grades 11-12		
4.0	*In addition to 3.0, knowledge and inferences or applications that go beyond what was taught*	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: After consulting teacher demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Students will be able to apply the 4 P's to SEM and differentiate between illegal activities and unethical practices	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*: The student successfully completes the following tasks: ● Group Restaurant Theme Project ● 7 Functions of Favorite Sports Franchise ● Illegal v. Unethical Assignment
	2.5 With help, no more than 1 error on the required document	
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● With help, Students will be able to apply the 4 P's to SEM and differentiate between illegal activities and unethical practices	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* With help: Complete all tasks and assessments required for unit
	1.5 **With help, there are no more than 3**	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5	
0.0	**Student did not attempt**	

Travel and Tourism Marketing
Course Overview

Grade level(s): 10-12	**Credits earned:** 1/2
Course Rationale	**Course Description**
The rationale for marketing courses in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals.	This course is designed to introduce the role of marketing applications in the travel and tourism industries. The program prepares individuals to manage travel-related enterprises and related convention and/or tour services. It includes instruction in travel agency management, tour arranging and planning, convention and event planning, travel industry operations and procedures, tourism marketing and promotion strategies, travel counseling, travel industry law, international and domestic operations, and travel and tourism policy. The course is project-based and will stress the importance of teamwork and the use of technology in order to complete assignments. DECA, "An Association of Marketing Students," is an integral part of the Marketing Program. It offers students the opportunity for leadership training, community service, travel to conferences, and competition on a district, state, and national level.
Transfer Goals/Big Ideas	
Students will be able to independently use their learning to understand… ● **Introduction to Travel and Tourism** ● **Travel and Tourism Marketing Process** ● **Operations and Procedures**	
Priority Missouri Learning Standards/National Standards	
MLS Market Research 1, 3-8, NASAFACS, Area of Study 10.0, Hospitality, Tourism, and Recreation 10.1.1-2, 4, 10.2.1-2, 10.3.1-2, 4-5, 10.4.2, 10.5.2, 10.6.5	

Unit 1: INTRODUCTION TO TRAVEL AND TOURISM
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
10.1.1-2, 4 *10.3.1, 5*	Introduction to Travel and Tourism	
	Enduring Understandings	**Essential Questions**
	Students will understand… *Major segments of the industry* *Career Opportunities* *Economic effect of industry* *Soft Skills*	*Students will consider…* *What is included in the Travel and Tourism industry?* *What career opportunities exist in the industry?* *How does Travel and Tourism affect local, state, national, and global economies?* *What are the personality traits needed to maintain positive working relationships in business?* *How can you identify and demonstrate cross-cultural communication skills?*

Learning Targets
Students will be able to identify the major segments in the Travel and Tourism industry   **Students will be able to identify career opportunities available in the Travel and Tourism industry**   **Students will research and understand how Travel and Tourism affects economy**   **Students will understand and demonstrate personality traits needed for positive working relationships in business**   **Students will be able to identify and demonstrate cross-cultural communication skills**

Unit Duration:

4 Weeks

Unit 2: Travel and Tourism Marketing Process **Desired Results**		
Standards	**Transfer Goal(s) /Big Ideas**	
10.3.1-2, 4 *10.6.5* *MLS Market Research 1, 3-8*	Travel and Tourism Marketing Process	
	Enduring Understandings	**Essential Questions**
	Students will understand… *Relationships between lifetime customers and satisfaction/retention* *Four service characteristics* *Influences on travel and tourism industry* *Trends that affect marketing mix* *Development and coordination of promotional program* *Traditional and emerging market niches in travel and tourism industry*	*Students will consider…* *How do you explain the relationships between lifetime customer value and satisfaction/retention?* *What are the four service characteristics that affect the marketing of a travel product?* *How do you analyze the influences that economic, demographic, social, political, geographic, and psychological factors have had on the Travel and Tourism industry?* *How do you forecast trends that affect the marketing mix?* *How do you develop and coordinate a promotional program?* *What are the traditional and emerging market niches in the Travel and Tourism field*

Learning Targets
- Students will be able to explain the relationship between lifetime customer value and satisfaction/retention   - Students will be able to identify the four service characteristics that affect the marketing of a travel product   - Students will be able to identify and analyze the influences that economic, demographic, social, political, geographic, and psychological factors have had on the Travel and Tourism industry   - Students will be able to forecast trends that affect the marketing mix   - Students will be able to develop and coordinate a promotional program   - Students will be able to identify the traditional and emerging market niches in the industry

Unit Duration:
7 Weeks

Unit 3: Operations and Procedures *Desired Results*		
Standards	**Transfer Goal(s) /Big Ideas**	
10.2.1-2 *10.4.2* *10.5.2*	Operations and Procedures	
	Enduring Understandings	**Essential Questions**
	Students will understand… *Safety and security procedures for Travel and Tourism industry* *Risk management in the industry* *Pricing Factors* *Revenue Management* *Destination Marketing*	*Students will consider…* *What safety and security procedures must be considered in the Travel and Tourism industry?* *How do you manage risk in the industry?* *What are the internal and external factors affecting pricing?* *How do you implement a revenue management system?* *How would you explain different destination choices such as recreation, theme parks, cruise ships, and resorts?*
Learning Targets		
Students will be able to identify industry appropriate safety and security procedures **Students will understand how to manage risk in the industry** **Students will be be able to determine internal and external factors affecting pricing** **Students will be able to implement a revenue management system** **Students will be able to identify and explain different destination choices**		
Unit Duration:		
7 Weeks		

	Assessment Evidence
Rubric/Scoring	**Assessment**
Introduction to Travel and Tourism	- Career Research Project - LAP-EI-037 Can You Relate? (Fostering relationships) - Economic Impact activity and the Travel Economic Impact Calculator - Travel brochure project - DECA Travel & Tourism Role Play
Travel and Tourism Marketing Process	- Loyalty Rewards Program - Service Marketing Activity - SWOT and PEST analysis of segment of industry from career research - Promotional Plan project for career industry - Virtual exploration of traditional and emerging market niches in Travel & Tourism
Operations and Procedures	- Just for You! OP:007, Follow safety precautions - LAP-RM-041: Manage Risk the Right Way (Ethics) - Vacation Plan - DECA Virtual Business Challenge Hotel Management

	Learning Plan			
Week(s)	**Topic**	**Resources/Texts**	**Learning Targets**	**Assessment**
4 Weeks	**Intro to Travel and Tourism**	**Pearson - Marketing for Hospitality and Tourism 7th Edition, Knowledge Matters, MBA Research Modules**	● **Students will be able to identify the major segments in the Travel and Tourism industry** ● **Students will be able to identify career opportunities available in the Travel and Tourism industry** ● **Students will research and understand how Travel and Tourism affects economy** ● **Students will understand and demonstrate personality traits needed for positive working relationships in business** ● **Students will be able to identify and demonstrate cross-cultural communication skills**	● **Career Research Project** ● **LAP-EI-037 Can You Relate? (Fostering relationships)** ● **Economic Impact activity and the Travel Economic Impact Calculator** ● **Travel brochure project** ● **DECA Travel & Tourism Role Play**
7 Weeks	**Travel and Tourism Marketing Process**		● **Students will be able to explain the relationship between lifetime customer value and satisfaction/retention** ● **Students will be able to identify the four service characteristics that affect the marketing of a travel product** ● **Students will be able to identify and analyze the influences that economic, demographic, social,**	● **Loyalty Rewards Program** ● **Service Marketing Activity** ● **SWOT and PEST analysis of segment of industry from career research** ● **Promotional Plan project for career industry** ● **Virtual exploration of traditional and emerging market niches in Travel & Tourism**

| 7 Weeks | Operations and Procedures | | political, geographic, and psychological factors have had on the Travel and Tourism industry
● Students will be able to forecast trends that affect the marketing mix
● Students will be able to develop and coordinate a promotional program
● Students will be able to identify the traditional and emerging market niches in the industry

● Students will be able to identify industry appropriate safety and security procedures
● Students will understand how to manage risk in the industry
● Students will be be able to determine internal and external factors affecting pricing
● Students will be able to implement a revenue management system
● Students will be able to identify and explain different destination choices | ● Just for You! OP:007, Follow safety precautions
● LAP-RM-041: Manage Risk the Right Way (Ethics)
● Vacation Plan
● DECA Virtual Business Challenge Hotel Management |

	Course: Travel and Tourism Marketing	
	Strand: Introduction to Travel and Tourism	
	Topic: Travel & Tourism Industry, Careers, Economic Impact, and Soft Skills	

Grades 11-12			
4.0	**4.0. Knowledge and inferences or applications beyond what was taught** Student demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class		**Sample Tasks** *4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to*: Additional Components: With teacher approval, the student will include additional components in the career research project
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Students will understand the major segments of the industry, economic effect, and the variety of soft skills that are required to be successful in the industry ● Students will be aware of career opportunities in Travel and Tourism		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*: The student exhibits no major errors or omissions in the following tasks: ● Career Research Project ● LAP-EI-037 Can You Relate? (Fostering relationships) ● Economic Impact activity and the Travel Economic Impact Calculator ● Travel brochure project ● DECA Travel & Tourism Role Play
	2.5	With help, no more than 1 error on the required document	
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* With help, ● Students will understand the major segments of the industry, economic effect, and the variety of soft skills that are required to be successful in the industry and be aware of career opportunities in Travel and Tourism		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, students will complete all tasks and assessments required for unit
	1.5	**With help, there are no more than 3**	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Even with help, no understanding or skill demonstrated.**		

	Course: Travel and Tourism Marketing		
	Strand: Travel and Tourism Marketing Process		
	Topic: Customer Value, Service Characteristics, SWOT and PEST, Marketing Mix, Promotion, Market Niches		
	Grades 11-12		
4.0	**4.0. Knowledge and inferences or applications beyond what was taught**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: ● Additional Components: With teacher approval, the student will include additional components in the promotional plan
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Students will understand the relationships between lifetime customer value and satisfaction/retention and the four service characteristics that affect the marketing of a travel product ● Students will relate their previous knowledge of SWOT and PEST analyses, the marketing mix, promotional plans, and market niches to the Travel and Tourism industry		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*: The student exhibits no major errors or omissions in the following tasks:* ● Loyalty Rewards Program ● Service Marketing Activity ● SWOT and PEST analysis of segment of industry from career research ● Promotional Plan project for career industry ● Virtual exploration of traditional and emerging market niches in Travel & Tourism
	2.5	With help, no more than 1 error on the required document	
2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE* *details and processes* With help, ● Students will recognize or recall specific terminology related to the unit content		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, students will complete all tasks and assessments required for unit
	1.5	**With help, there are no more than 3**	
1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
0.0	**Even with help, no understanding or skill demonstrated.**		

			Course: Travel and Tourism Marketing		
			Strand: Operations and Procedures		
			Topic: Safety and Security, Risk, Pricing, Revenue, Destination Marketing		
Grades 11-12					
4.0		**4.0. Knowledge and inferences or applications beyond what was taught** Student demonstrates knowledge and understanding of Topic that goes above and beyond what was taught in class		**Sample Tasks**	
				4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student is able to: <u>Additional Components</u>: With teacher approval, student will complete additional DECA challenges	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.			
3.0		*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* - Students will be able to identify safety and security procedures, understand how to manage risk - Students will understand the internal and external factors affecting pricing and how to implement a revenue management system - Students will understand different destination choices		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student is able to*: The student exhibits no major errors or omissions in the following tasks: - Just for You! OP:007, Follow safety precautions - LAP-RM-041: Manage Risk the Right Way (Ethics) - Vacation Plan - DECA Virtual Business Challenge Hotel Management	
	2.5	With help, no more than 1 error on the required document			
2.0		*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* - Students will understand the difference between a safety procedure and a security procedure and can identify risk - Students will understand the difference between internal and external factors affecting pricing - Students can identify different destination choices		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* With help, students will complete all tasks and assessments required for unit	
	1.5	**With help, there are no more than 3**			
1.0		**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**			
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content			
0.0		**Even with help, no understanding or skill demonstrated.**			

Visual Design
Course Overview

Grade level(s): 9-12	Credits earned: .5
Course Rationale	**Course Description**
Students will develop a comprehensive set of specific and measurable knowledge, skills, and abilities that are the basis for the development of both the certification exams and learning Adobe Photoshop and Illustrator.	Prepares students for ACA (Adobe Certification Associate) in visual communication using Photoshop. This activity based curriculum teaches skills for image editing and illustration techniques. Learn how to manipulate photos, create graphical images, and design documents and files for use in today's technological world. Learn to create posters, flyers, banners. Students will be introduced to working with vector graphics using Adobe Illustrator as well. No prerequisite required.

Transfer Goals/Big Ideas
Students will learn Photoshop, Illustrator, and Acrobat.

Priority Missouri Learning Standards/National Standards
MLS - Design Concepts 1-2, 6-8 **MLS - Typography Concepts 1-9** **MLS - Foundational Concepts 1-7, 10** **MLS - Managing Images 1-11**

Unit 1 - Photoshop
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
Missouri Multimedia Standards MLS - Design Concepts 1-2, 6-8 MLS - Typography Concepts 1-9 MLS - Foundational Concepts 1-7, 10 MLS - Managing Images 1-11	*Students will learn, practice and certify in Adobe Photoshop.*	
	Enduring Understandings	**Essential Questions**
	Working in the Design Industry *Project Setup and Interface* *Organize Documents* *Creating and Modifying Visual Elements* *Publishing Digital Media*	*How do you identify the purpose, audience, and audience needs for preparing images?* *How do you communicate with colleagues and clients about design plans?* *How do you use non-printing design tools in the interface to aid in design or workflow?.* *How do you use core tools and features to create visual elements?* *How do you demonstrate knowledge of basic design principles and best practices employed in the design industry?*

Learning Targets

This objective covers critical concepts related to working with colleagues and clients as well as crucial legal, technical, and design-related knowledge.

This objective covers the interface setup and program settings that assist in an efficient and effective workflow, as well as knowledge about ingesting digital assets for a project.

This objective covers document structure such as layers, tracks, and managing document structure for efficient workflows.

This objective covers core tools and functionality of the application, as well as tools that affect the visual appearance of document elements.

This objective covers saving and exporting documents or assets within individual layers or selections.

Unit Duration:

6-10 Weeks

Unit 2 - Adobe Illustrator
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
Missouri Multimedia Standards MLS - Design Concepts 1-2, 6-8 MLS - Typography Concepts 1-9 MLS - Foundational Concepts 1-7, 10 MLS - Managing Images 1-11	*Students will learn, practice and certify in Adobe Illustrator.*	
	Enduring Understandings	**Essential Questions**
	Working in the Design Industry *Project Setup and Interface* *Organize Documents* *Creating and Modifying Visual Elements* *Publishing Digital Media*	How do you transform digital graphics and media? How do you use basic reconstructing and retouching techniques to manipulate digital graphics and media? How do you use core tools and features to create visual elements? How do you use layers to manage design elements?
Learning Targets		
This objective covers critical concepts related to working with colleagues and clients as well as crucial legal, technical, and design-related knowledge. *This objective covers the interface setup and program settings that assist in an efficient and effective workflow, as well as knowledge about ingesting digital assets for a project.* *This objective covers document structure such as layers, tracks, and managing document structure for efficient workflows* *This objective covers core tools and functionality of the application, as well as tools that affect the visual appearance of document elements.* *This objective covers saving and exporting documents or assets within individual layers or selections.*		
Unit Duration:		
6-10 Weeks		

	Assessment Evidence
Rubric/Scoring	**Assessment**
Projects and practice exams in preparation for certification in Adobe Photoshop and Adobe Illustrator.	- Identify the purpose, audience, and audience needs for preparing images. - Communicate with colleagues and clients about design plans - Determine the type of copyright, permissions, and licensing required to use specific content. - Demonstrate an understanding of key terminology related to digital images. - Demonstrate knowledge of basic design principles and best practices employed in the design industry. - Create a document with the appropriate settings for web, print, and video - Navigate, organize, and customize the application workspace - Use non-printing design tools in the interface to aid in design or workflow. - Import assets into a project. - Manage colors, swatches, and gradients. - Manage brushes, symbols, styles, and patterns. - Use layers to manage design elements. - Modify layer visibility using opacity and masks. - Use core tools and features to create visual elements. - Add and manipulate text using appropriate typographic settings. - Make, manage, and manipulate selections. - Transform digital graphics and media. - Use basic reconstructing and editing techniques to manipulate digital graphics and media. - Modify the appearance of design elements using effects and graphic styles. - Prepare images for export to web, print, and video 2 Export or save digital images to various file formats.

	Learning Plan			
Week(s)	**Topic**	**Resources/Texts**	**Learning Targets**	**Assessment**
1-2 Weeks	Photoshop - Working in the Design Industry	ACA Test Prep	*This objective covers critical concepts related to working with colleagues and clients as well as crucial legal, technical, and design-related knowledge.*	● Identify the purpose, audience, and audience needs for preparing images. ● Communicate with colleagues and clients about design plans ● Determine the type of copyright, permissions, and licensing required to use specific content.
1-2 Weeks	Photoshop - Project Setup and Interface		*This objective covers the interface setup and program settings that assist in an efficient and effective workflow, as well as knowledge about ingesting digital assets for a project.*	● Demonstrate an understanding of key terminology related to digital images. ● Demonstrate knowledge of basic design principles and best practices employed in the design industry. ● Create a document with the appropriate settings for web, print, and video ● Navigate, organize, and customize the application workspace
1-2 Weeks	Photoshop - Organizing Documents		*This objective covers document structure such as layers, tracks, and managing document structure for efficient workflows*	● Use non-printing design tools in the interface to aid in design or workflow. ● Import assets into a project. ● Manage colors, swatches, and gradients. ● Manage brushes, symbols, styles, and patterns.
1-2 Weeks	Photoshop - Creating and Modifying Visual Elements		*This objective covers core tools and functionality of the application, as well as tools that affect the visual appearance of document elements.*	● Use layers to manage design elements. ● Modify layer visibility using opacity and masks. ● Use core tools and features to create visual elements. ● Add and manipulate text using appropriate typographic settings. ● Make, manage, and manipulate selections. ● Transform digital graphics and media.

1-2 Weeks	Photoshop - Publishing Digital Media		*This objective covers saving and exporting documents or assets within individual layers or selections.*	● Use basic reconstructing and editing techniques to manipulate digital graphics and media. ● Modify the appearance of design elements using effects and graphic styles. ● Prepare images for export to web, print, and video ● 2 Export or save digital images to various file formats.
1-2 Weeks	Illustrator - Working in the Design Industry		*This objective covers critical concepts related to working with colleagues and clients as well as crucial legal, technical, and design-related knowledge.*	
1-2 Weeks	Illustrator - Project Setup and Interface		*This objective covers the interface setup and program settings that assist in an efficient and effective workflow, as well as knowledge about ingesting digital assets for a project.*	
1-2 Weeks	Illustrator - Organizing Documents		*This objective covers document structure such as layers, tracks, and managing document structure for efficient workflows*	
1-2 Weeks	Illustrator - Creating and Modifying Visual Elements		*This objective covers core tools and functionality of the application, as well as tools that affect the visual appearance of document elements.*	
1-2 Weeks	Illustrator - Publishing Digital Media		*This objective covers saving and exporting documents or assets within individual layers or selections.*	

Course: Visual Design	
Strand: Photoshop, Illustrator	
Topic: Working in the Design Industry	
Objective: This objective covers critical concepts related to working with colleagues and clients as well as crucial legal, technical, and design-related knowledge.	
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught**	**Sample Tasks**

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Add copyright watermark to photos.**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Identify the purpose, audience, and audience needs for preparing images.** ● **Communicate with colleagues and clients about design plans.** ● **Determine the type of copyright, permissions, and licensing required to use specific content.** ● **Demonstrate knowledge of key terminology related to digital images.** ● **Demonstrate knowledge of basic design principles and best practices employed in the design industry.**	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● **Determine whether content is relevant to the purpose, audience, and audience needs.** ● **Demonstrate knowledge of techniques for communicating about design plans with peers and clients.** ● **Identify legal and ethical considerations for using third-party content, such as copyright, permissions, and licensing.** ● **Demonstrate knowledge of digital image terminology**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less** **Understand and describe fair use practices and copyright laws as they relate to Internet images**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Course: Visual Design	
Strand: Photoshop	
Topic: Project Setup and Interface	
Objective: This objective covers the interface setup and program settings that assist in an efficient and effective workflow, as well as knowledge about ingesting digital assets for a project.	

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Determine appropriate image mode for intended purpose** ● **Combine two photos into the same image and apply the editing tools from the toolbox panel** ● **Add formatted borders to images**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Create a document with the appropriate settings for web, print, and video. ● Use non-printing design tools in the interface to aid in design or workflow. ● Import assets into a project. ● Manage colors, swatches, and gradients. ● Manage brushes, symbols, styles, and patterns.		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: ● **Set appropriate document settings for printed and onscreen images.** ● **Identify and manipulate elements of the Photoshop interface.** ● **Navigate a project.** ● **Open or import images from various devices** ● **Set the active foreground and background color**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less** **Demonstrate the following tools: brushes, eraser, clone stamp**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Visual Design
Strand: Photoshop
Topic: Organizing Documents
Objective: This objective covers document structure such as layers, tracks, and managing document structure for efficient workflows.

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught	Sample Tasks
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Create adjustment layers** ● **Create fill layers** ● **Create layer comps**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Use layers to manage design elements. ● Modify layer visibility using opacity, blending modes, and masks. ● Understand the difference between destructive and nondestructive editing.	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Use the Layers panel to modify layers. ● Manage layers in a complex project ● Work with multiple layers ● Adjust a layer's opacity, blending mode, and fill opacity. ● Create, apply, and manipulate masks ● Nondestructive editing: Smart Objects, Smart Filters, and adjustment layers. ● Destructive editing: painting, adjustments, erasing, and rasterizing
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less** ● **Create layers in images**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

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	Course: Visual Design	
	Strand: Photoshop	
	Topic: Creating and Modifying Visual Elements	
	Objective: This objective covers core tools and functionality of the application, as well as tools that affect the visual appearance of document elements.	

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Adjust an image using a combination of 10 filters and more than one masking technique**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Use core tools and features to create visual elements. ● Add and manipulate text using appropriate typographic settings. ● Make, manage, and manipulate selections. ● Transform digital graphics and media. ● Use basic reconstructing and retouching techniques to manipulate digital graphics and media. ● Modify the appearance of design elements by using filters and styles.	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: ● **Create images using a variety of tools** ● **Modify and edit vector images using a variety of vector tools** ● **Use type tools to add typography to a design** ● **Adjust character settings in a design** ● **Make selections using a variety of tools.** ● **Modify the canvas or artboards** ● **Apply basic auto-correction methods and tools** ● **Use filters to modify images destructively or non-destructively** ● **Apply, modify, copy, and remove layer styles**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0		*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less** ● **Demonstrate the use of filters or masking techniques**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

	Course: Visual Design	
	Strand: Photoshop & Illustrator	
	Topic: Publishing Digital Media	
	Objective: Prepare images for export to web, print, or video	

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Animate clip art made by the student**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Prepare images for export to web, print, and video. ● Export or save digital images to various file formats.	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: ● **Check documents for errors and project specifications.** ● **Save in the native file format for Photoshop (.psd).** ● **Save in appropriate image formats for print or screen.** ● **Export project elements.**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less** ● **Demonstrate the steps of creating files**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Visual Design

Strand: Illustrator

Topic: Project Setup and Interface

Objective: This objective covers the interface setup and program settings that assist in an efficient and effective workflow, as well as knowledge about ingesting digital assets for a project.

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Design original fill to basic shapes** ● **Combine the basic shapes to create a recognizable image**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Create a document with the appropriate settings for web, print, and video. ● Navigate, organize, and customize the application workspace ● Use non-printing design tools in the interface to aid in design or workflow. ● Import assets into a project ● Manage colors, swatches, and gradients. ● Manage brushes, symbols, styles, and patterns.		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● **Open or import images** ● **Place assets in an Illustrator document** ● **Apply fill and stroke options to vector images** ● **Set the active fill and stroke colors.** ● **Design repeating patterns in vector images** ● **Add gradient mesh to shapes in vector images**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less** **Define vector image, bitmap image** **Demonstrate the tools used for vector image: fill/stroke, transform shapes, repeating patterns, pattern fills**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Visual Design		
Strand: Illustrator		
Topic: Organizing Documents		
Objective: This objective covers document structure such as layers, tracks, and managing document structure for efficient workflows.		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Design an original vector image using the pen tool to a create a variety of unique shapes (paths)** ● **Apply fill and stroke to this vector image using original swatches created by the student**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Use layers to manage design elements. ● Modify layer visibility using opacity and masks.		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: ● **Use the Layers panel to modify layers** ● **Manage layers in a complex project.** ● **Work with multiple layers** ● **Adjust a layer's opacity** ● **Create, apply, and manipulate clipping masks**
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Visual Design		
Strand: Illustrator		
Topic: Creating and Modifying Visual Elements		
Objective: This objective covers core tools and functionality of the application, as well as tools that affect the visual appearance of document elements.		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Design an original 3D shape in a vector image** ● **Map original artwork to 3D shapes in a vector image**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Use core tools and features to create visual elements. ● Add and manipulate text using appropriate typographic settings. ● Make, manage, and manipulate selections. ● Transform digital graphics and media ● Use basic reconstructing and editing techniques to manipulate digital graphics and media. ● Modify the appearance of design elements using effects and graphic styles.	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: ● **Create images using a variety of tools.** ● **Modify and edit vector images using a variety of vector tools.** ● **Use type tools to add typography to a design.** ● **Select objects using a variety of tools.** ● **Rotate, flip, and transform individual layers, objects, selections, groups, or graphical elements** ● **Apply basic auto-correction methods and tools.** ● **Use effects to modify images.**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Web Design
Course Overview

Grade level(s): 9-12	Credits earned: .5
Course Rationale:	**Course Description**
Students will learn how to code using HTML and develop a website on Adobe Dreamweaver.	The Web Design course is a project-based course that teaches students how to use a variety of design software to organize, create and design their own web pages. Students will also learn some basic and advanced functions of the coding languages HTML and CSS. By the end of this course, students will be able to explain how web pages are developed, analyze and fix errors in existing websites, and create their very own multipage websites.

Transfer Goals/Big Ideas
HTML, Dreamweaver web page development

Priority Missouri Learning Standards/National Standards
Missouri Learning Standards: Web Design - Introductory Principles 1-2, 4, 6 Web Design - Web Site Design 1-10 Web Design - Image Creation and Manipulation 1-8 Web Design - Page Creation 1-3 Web Design - Web Creation 1-4 Web Design - Web Page Management 4-11

Unit 1: HTML Coding
Desired Results

Standards	Transfer Goal(s) /Big Ideas	
Web Design - Introductory Principles 1-2, 4, 6 *Web Design - Web Site Design 1-10* *Web Design - Image Creation and Manipulation 1-8* *Web Design - Page Creation 1-3* *Web Design - Web Creation 1-4* *Web Design - Web Page Management 4-11*	*HTML Coding*	
	Enduring Understandings	**Essential Questions**
	Working with Code to Create and Modify Content *Build Webpage Template* *Add Images and Links to Webpage* *Design for Mobile Devices* *Create Tables and Forms* *Add CSS and Javascript* *Publish and Maintain a Website*	How do you code, organize and display content using HTML?

Learning Targets		
Students will… ● *Create a basic website using HTML coding*		

Unit Duration:		
4-6 Weeks		

Unit 2: Dreamweaver *Desired Results*		
Standards	**Transfer Goal(s) /Big Ideas**	
Web Design - Introductory Principles 1-2, 4, 6 *Web Design - Web Site Design 1-10* *Web Design - Image Creation and Manipulation 1-8* *Web Design - Page Creation 1-3* *Web Design - Web Creation 1-4* *Web Design - Web Page Management 4-11*	*Develop web pages using Dreamweaver* *Become certified in Dreamweaver software*	
	Enduring Understandings	**Essential Questions**
	Working in the Web Industry *Project Setup and Interface* *Organizing Content on a Page* *Working with Code to Create and Modify Content* *Publishing Digital Media*	How do you identify the purpose, audience, and audience needs for a website? How do you communicate with colleagues and clients throughout the project? How do you complete basic project management concepts? How do you use the different types of permissions required to use specific content? How do you use basic design principles and best practices employed in the industry? How do you create a new site with the appropriate settings? How do you navigate, organize, and customize the application workspace? How do you use non-visible design tools in the interface to aid in project workflow? How do you manage assets in a project? How do you organize page structure? How do you apply responsive and adaptive design concepts? How do you organize and display content using HTML?

		How do you apply table and semantic elements to describe content?
		How do you style a web page using CSS?
		How do you add interactivity using JavaScript?
		How do you prepare projects for publishing?
		How do you publish a web site?

Learning Targets

1. *This objective covers critical concepts related to working with colleagues and clients as well as crucial legal, technical, and design related knowledge.*
2. *This objective covers the interface setup and program settings that assist in an efficient and effective workflow.*
3. *This objective covers document structure and responsive design.*
4. *This objective covers core technologies used to create web content.*
5. *This objective covers saving and exporting entire documents in multiple formats and specific assets within the project.*

Unit Duration:
12-14 weeks

	Assessment Evidence
Rubric/Scoring	**Assessment**
Projects and practice exams in preparation for certification in Adobe Dreamweaver	- Identify the purpose, audience, and audience needs for a website - Communicate with colleagues and clients throughout the project. - Demonstrate knowledge of basic project management concepts. - Demonstrate an understanding of the type of permissions required to use specific content. - Demonstrate an understanding of key technologies related to web design and development. - Demonstrate knowledge of basic design principles and best practices employed in the industry. - Create a new site with the appropriate settings - Navigate, organize, and customize the application workspace. - Use non-visible design tools in the interface to aid in project workflow. - Manage assets in a project. - Organize page structure. - Apply responsive and adaptive design concepts. - Organize and display content using HTML. - Apply table and semantic elements to describe content. - Style a web page using CSS - Add interactivity using JavaScript - Prepare a project for publishing. - Publish a web site

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
2-3 Weeks	Working in the Web Industry	ACA Test Prep, Cengage Responsive Web Design with HTML 5 & CSS, 9th Edition	● *This objective covers critical concepts related to working with colleagues and clients as well as crucial legal, technical, and design related knowledge.*	● Identify the purpose, audience, and audience needs for a website
2-3 Weeks	Project Setup and Interface		● *This objective covers the interface setup and program settings that assist in an efficient and effective workflow.*	● Communicate with colleagues and clients throughout the project. ● Demonstrate knowledge of basic project management concepts.
2-3 Weeks	Organizing Content on a Page		● *This objective covers document structure and responsive design.*	● Demonstrate an understanding of the type of permissions required to use specific content.
2-3 Weeks	Working with Code to Create and Modify Content		● *This objective covers core technologies used to create web content.*	● Demonstrate an understanding of key technologies related to web design and development.
2-3 Weeks	Publishing Digital Media		● *This objective covers saving and exporting entire documents in multiple formats and specific assets within the project.*	● Demonstrate knowledge of basic design principles and best practices employed in the industry. ● Create a new site with the appropriate settings ● Navigate, organize, and customize the application workspace.

				- Use non-visible design tools in the interface to aid in project workflow. - Manage assets in a project. - Organize page structure. - Apply responsive and adaptive design concepts. - Organize and display content using HTML. - Apply table and semantic elements to describe content. - Style a web page using CSS - Add interactivity using JavaScript - Prepare a project for publishing. - Publish a web site

Course: Web Design		
Strand 1: HTML Coding		
Topic: Introduction to HTML		
Objective 1: Students will be able to create web pages using HTML		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● Assists other students in organizing files and flowchart creation
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Working with Code to Create and Modify Content ● Build Webpage Template ● Add Images and Links to Webpage ● Design for Mobile Devices ● Create Tables and Forms ● Add CSS and Javascript ● Publish and Maintain a Website	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: ● **Folders and sub folders** ● **Flowchart creation** ● **Create webpage with images, links** ● **Create webpages for Mobile Devices** ● **Create webpage with Tables and Forms** ● **Add CSS and Javascript to a webpage**
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

	Course: Web Design

	Strand 2: Dreamweaver

	Topic: Working in the Web Industry

	Objective 2: This objective covers critical concepts related to working with colleagues and clients as well as crucial legal, technical, and design related knowledge.

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught		Sample Tasks
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Obtain Dreamweaver certification**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Demonstrate knowledge of basic project management concepts. ● Demonstrate an understanding of the type of permissions required to use specific content. ● Demonstrate an understanding of key technologies related to web design and development. ● Demonstrate knowledge of basic design principles and best practices employed in the industry.		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: ● **Determine whether content is relevant to the purpose, the audience, and audience needs** ● Demonstrate knowledge of techniques for communicating ideas about expected outcomes with peers and clients. ● Identify legal and ethical considerations for using third-party assets such as copyright, permissions, and licensing. ● Demonstrate fundamental knowledge of internet terminology ● Communicate visually using user interface elements and design techniques.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

Course: Web Design		
Strand 2: Dreamweaver		
Topic: Project Setup and Interface		
Objective 2: This objective covers the interface setup and program settings that assist in an efficient and effective workflow.		
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Obtain Dreamweaver certification**
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Create a new site with the appropriate settings ● Navigate, organize, and customize the application workspace. ● Use non-visible design tools in the interface to aid in project workflow. ● Manage assets in a project. .	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:* ● Set appropriate options for defining a new site ● Create a new page for specific project needs ● Identify and manipulate elements of the Dreamweaver interface ● Organize and customize the workspace. ● Configure content viewing options. ● Add and organize assets. ● Configure assets in a project.
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Course: Web Design

Strand 2: Dreamweaver

Topic: Organizing Content on a Page

Objective 3: This objective covers document structure and responsive design.

Score 4.0	4.0. Knowledge and inferences or applications beyond what was taught		Sample Tasks
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: **Obtain Dreamweaver certification**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* - Organize page structure. - Apply responsive and adaptive design concepts.		*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: - View, edit, and manage the structure of a page - Design a web page that works well on multiple devices.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* **Demonstrate the 3.0 skills but with 2 errors or less**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* With help, there are no more than 2 errors on assessment
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

		Course: Web Design	
		Strand 2: Dreamweaver	
		Topic: Working with Code to Create and Modify Content	
		Objective 4: This objective covers core technologies used to create web content	
Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught**		**Sample Tasks**
			4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Obtain Dreamweaver certification**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● **Organize and display content using HTML.** ● **Apply table and semantic elements to describe content.** ● **Style a web page using CSS** ● **Add interactivity using JavaScript**		**ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will:** ● Identify the appropriate use of tags. ● Differentiate between block and inline elements. ● Display and organize information using tables ● Configure initial page properties. ● Create and manage CSS rules using the CSS Designer panel. ● Create and use inline styles, internal styles, and external style sheets ● Create and modify selectors that reference specific HTML elements. ● Create and manage forms. ● Add interactivity to a web page.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less**		*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		

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	Course: Web Design	
	Strand: Dreamweaver	
	Topic: Publishing Digital Media	
	Objective 5: This objective covers saving and exporting entire documents in multiple formats and specific assets within the project.	

Score 4.0	**4.0. Knowledge and inferences or applications beyond what was taught**	**Sample Tasks**
		4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 3.0 the student will: ● **Obtain Dreamweaver certification**
	3.5 — In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	*No major errors or gaps in the following TARGETED, COMPLEX ideas and processes* ● Prepare a project for publishing. ● Publish a web site.	*ASSESSMENT ITEMS: As a result of understanding the ideas and/or being skilled at the processes identified in 3.0 the student will*: ● Set up for testing and publishing. ● Check project for errors and project specifications. ● Save web pages. ● Publish a live site.
	2.5 — No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	*No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes* ● **Demonstrate the 3.0 skills but with 2 errors or less**	*2.0 ASSESSMENT Items: As a result of knowing the details and/or being skilled at the processes identified in 2.0 the student is able to:* ● With help, there are no more than 2 errors on assessment
	1.5 — Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	0.5 — With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**	

Appendix A

Missouri Learning Standards
and
National Standards

Business/Marketing/Information Technology Standards Grades 9-12

ACCOUNTING I		
Unit		**Objectives**
Accounting Concepts	1	Explain the purpose of accounting
	2	Explain the ethics associated with accounting practices.
	3	Define terminology related to accounting concepts and principles
	4	Define the three forms of ownership
	5	Apply the accounting equation to business transactions
	6	Classify accounts
	7	Utilize a chart of accounts
	8	Explain the importance of the Accounting Concepts / Generally Accepted Accounting Principles (GAAP)
	9	Explain the double entry system of accounting
	10	Apply debit and credit rules to business transactions
Accounting Cycle	1	Define terminology related to the accounting cycle process
	2	Analyze source documents
	3	Analyze transactions
	4	Journalize transactions using various journal formats
	5	Post transactions to the appropriate ledger
	6	Create a trial balance
	7	Create a worksheet
	8	Prepare an income statement for a service business organized as a proprietorship
	9	Prepare an income statement for a merchandising business organized as a corporation
	10	Prepare a balance sheet for a service business organized as a sole proprietorship
	11	Prepare a balance sheet for a merchandising business organized as a corporation
	12	Prepare a schedule of accounts receivable
	13	Prepare a schedule of accounts payable
	14	Prepare a statement of stockholder's equity for a merchandising business set up as a corporation
	15	Journalize adjusting entries
	16	Post adjusting entries
	17	Journalize closing entries
	18	Post closing entries
	19	Prepare a post-closing trial balance
	20	Complete an accounting simulation

ACCOUNTING I		
Unit		**Objectives**
Cash Control	1	Define terminology related to cash control and banking activities
	2	Identify cash control procedures (e.g. signature cards and deposit slips.
	3	Write checks
	4	Maintain a check register
	5	Endorse checks
	6	Explain the process for proving cash
	7	Prove cash
	8	Reconcile a bank statement
	9	Journalize transactions to establish and replenish petty cash
	10	Post journal entries to establish and replenish petty cash
	11	Journalize entries related to banking activities
	12	Post entries related to banking activities
	13	Journalize entries related to cash short and over
	14	Post entries related to cash short and over
Payroll Procedures	1	Define terminology related to payroll
	2	Calculate time cards
	3	Calculate gross earnings (e.g. hourly rate, piece rate, and salary/commission
	4	Calculate net earnings
	5	Prepare a payroll register
	6	Prepare payroll checks
	7	Maintain an employee earnings record
	8	Calculate employer's payroll taxes (e.g., social security, federal and state unemployment, and Medicare)
	9	Journalize entries related to payroll
	10	Post entries related to payroll
	11	Prepare federal, state, and local payroll reports
Computerized Accounting Systems	1	Define terminology related to computerized accounting systems
	2	Differentiate between manual and computerized accounting systems
	3	Use spreadsheets and/or software to complete the accounting cycle
	4	Use spreadsheets and/or software to maintain cash control
	5	Use spreadsheets and/or software to prepare payroll
	6	Complete a computerized accounting simulation

ACCOUNTING II		
Unit		**Objectives**
Accounting for a Departmentalized Business	1	Explain the purpose of departmentalized accounting
	2	Define terminology related to departmentalized accounting concepts and principles
	3	Apply debit and credit rules to departmentalized business transactions
	4	Journalize transactions for a departmentalized business in special journals
	5	Post transactions from journals to a general and subsidiary ledger
	6	Prepare and maintain payroll records for a departmentalized business
	7	Understand the importance of maintaining confidentiality of employees' personal information
	8	Prepare financial statements for a departmentalized business
	9	Journalize and post adjusting and closing entries for a departmentalized business
Accounting Adjustments	1	Define accounting terms related to plant assets and depreciation
	2	Identify accounting concepts and practices related to accounting for plant assets and depreciation
	3	Journalize entries for plant assets
	4	Calculate and record property tax expense
	5	Calculate and record depreciation expense for plant assets using straight-line depreciation
	6	Journalize entries for disposing of plant assets
	7	Calculate depreciation expense using other methods
	8	Explain unearned and accruals related to the matching principle
	9	Define accounting terms related to notes payable, prepaid expenses, and accrued expenses
	10	Identify accounting concepts and practices related to notes payable, prepaid expenses, and accrued expenses
	11	Journalize transactions for notes payable
	12	Journalize adjusting and reversing entries for prepaid expenses initially recorded as expenses
	13	Journalize adjusting and reversing entries for accrued expenses
	14	Define accounting terms related to notes receivable, unearned revenue, and accrued revenue
	15	Identify accounting concepts and practices related to notes receivable, unearned revenue, and accrued revenues
	16	Calculate and journalize transactions for notes receivable
	17	Journalize adjusting and reversing entries for unearned revenue initially recorded as revenue
	18	Journalize adjusting and reversing entries for accrued revenue
Accounting Cycle Process for a Corporation	1	Define terminology related to the accounting cycle for a corporation
	2	Identify and journalize methods for the formation of a corporation
	3	Calculate journal transactions for stock transactions
	4	Calculate and journalize entries for bonds payable
	5	Calculate federal income tax for a corporation
	6	Prepare financial statements for corporation
	7	Journalize and post adjusting and closing entries for a corporation

ACCOUNTING II		
Unit		**Objectives**
Inventory Control	1	Define terminology related to inventory and uncollectible accounts
	2	Determine the cost of merchandise inventory using selected costing methods
	3	Estimate the cost of merchandise inventory using selected estimating methods
	4	Calculate the estimated uncollectible accounts expense
	5	Calculate merchandise inventory turnover ratio and average number of days' sales in merchandise inventory
	6	Calculate and journalize uncollectible accounts expense using the direct write-off method
	7	Calculate and journalize uncollectible accounts expense using allowance methods
	8	Journalize the collection and reinstatement of previously written-off accounts
	9	Calculate and analyze accounts receivable turnover ratios
Automated Accounting	1	Define terminology related to computerized accounting systems
	2	Use spreadsheets and/or software to complete the accounting cycle
	3	Complete a computerized accounting simulation

Business Law		
Unit		**Objectives**
Criminal Law	1	Describe the elements of a crime.
	2	Classify crimes against people, property, government, business, and society.
	3	Differentiate between a misdemeanor and a felony.
	4	State an individual's rights if arrested
	5	List steps in a criminal trial
	6	Explain the rights and responsibilities of the parties in a criminal trial
	7	Explain the defenses available to defendants
	8	Describe punishments and sentences associated with crimes
Consumer Law	1	Identify rights and responsibilities of consumers e.g. false advertising, telemarketing, product liability, etc.
	2	Describe laws and agencies that provide consumer protection
	3	Differentiate when to apply the law of sales under the Uniform Commercial Code, versus dealing with a non-merchant
	4	Distinguish between a sale of goods and other transactions relating to goods
	5	Describe different types of bankruptcy and identify reasons for bankruptcy laws
	6	Describe characteristics of a bailment and responsibilities of parties involved
	7	Describe rights and responsibilities of owning a car e.g. insurance, warranties and financing
	8	Compare rights and responsibilities of landlords and tenants
	9	Describe legal aspects of a real estate transaction
	10	Describe purpose and types of various negotiable instruments (e.g. commercial paper, checks, certificates of deposit, etc.)
	11	Identify legislation that regulates consumer credit and provides consumer protection
Employment Law	1	Demonstrate an understanding of the nature of the employer-employee relationship
	2	Identify federal, state, and local laws and agencies dealing with employment
	3	Explain the doctrine of employment-at-will
	4	Describe the laws that guarantee fair wages and benefits
	5	Demonstrate an understanding of the basis on which employees or applicants may be asked to take tests, such as aptitude, psychological, and polygraph tests
	6	Demonstrate an understanding of the nature of an agency relationship and list the ways agency relationships may be created
	7	Describe the laws that regulate unions and the collective-bargaining process
	8	Analyze the impact of no-competition and confidentiality clauses in employment agreements
Entrepreneurship Law	1	Compare the four main types of business ownership (Sole Proprietorship, Partnership, Corporation, Limited Liability Company)
	2	Explain the legal aspect of business ownership
	3	Discuss and analyze the impact of laws of different countries on business ownership
	4	Define and explain the different types of corporations
	5	Define management's roles and responsibilities regarding the operation of the business
	6	Define stakeholder's legal responsibilities in a corporation
	7	Explain the legal aspects of operating within the socioeconomic arena of the national and international marketplace
	8	Distinguish between limited partnerships and general partnerships and the rights and duties of the partners in a business
	9	Explore different regulations that affect business ownership
	10	Differentiate between common and preferred stock
	11	Discuss dissolution methods for business ownership
	12	Discuss the impact of internet sales on business ownership

Business Law	
Unit	**Objectives**
Contract Law	1 Explain the nature, form and importance of a contract
	2 List the six elements of a valid contract
	3 Explain how offer and acceptance can create contractual rights and duties
	4 Define Genuine Agreement and explain situations that would negate it.eg: Fraud, Mistake, Duress and Undue Influence
	5 Define Capacity and its requirements pertaining to minors, aliens, mentally impaired persons and intoxicated persons
	6 Explain characteristics of Consideration and differentiate between enforceable and unenforceable agreements which lack consideration
	7 Define legality and identify situations that would compromise the legality of the contract
	8 Differentiate among classes of contracts (e.g., bilateral, unilateral, express, implied, written, oral)
	9 Explain how contracts come to an end (e.g. various types of discharge and transfers)
	10 Explain Breach of Contract and describe available remedies
Tort Law	1 Distinguish between a tort and a crime.
	2 Differentiate between intentional and unintentional torts.
	3 Define litigation and alternate dispute resolution
	4 List steps in a civil trial
	5 Describe remedies available in tort law
Family Law	1 Identify the issues and concerns that might be included in a prenuptial agreement
	2 Describe the legal aspects of the different types of marriage contracts
	3 Identify the types of marriages that are prohibited by law
	4 Define and contrast legal separation, annulment, divorce, and dissolution proceedings
	5 Describe the laws that relate to the distribution of property in a divorce
	6 Explain the law as it relates to child custody, spousal support, and child support
	7 Explain the creation and use of powers of attorney, wills, trusts, living wills, and right to die
	8 Explain how a power of attorney, will, trusts, living will, and right to die may be modified or revoked
	9 Explain how to execute a power of attorney, will, trusts, living will, and right to die
	10 Explain what happens to a decedent's estate when a person dies without a will
	11 Identify laws associated with different types of insurance
	12 Evaluate the functions of different types of insurance (life, medical, automobile, etc.)
Foundations of Law	1 Define law as it relates to a person's rights and responsibilities
	2 Explain the relationship between law, ethics, and morals
	3 Identify ethical problems resulting from today's technological devices
	4 Describe the relationship between historical law and today's law.
	5 Explain the use of the Federal and state constitutions
	6 Explain how government administrative agencies create regulations
	7 Explain the role of precedent
	8 Identify the purpose and process of statutory law
Court System	1 Compare and contrast federal, state, and local court systems.
	2 Define the concept of jurisdiction.
	3 Identify the differences between the juvenile system and the overall judicial system.
	4 Explain the role of a jury.
	5 Compare the responsibilities of the defense attorneys to the prosecutors.
	6 Compare the role of a judge in a criminal case versus a civil case.

Business Management		
Unit		**Objectives**
Economics	1	Compare and contrast basic economic and political systems
	2	Describe current economic environment and its effect on business
	3	Identify economic differences between rural and urban environments
	4	Describe development of the free enterprise system
	5	Analyze components of the free enterprise system
	6	Connect the relationship between supply and demand
	7	Analyze the impact of change in the economy (e.g., taxes on supply and demand)
	8	Discuss the global environment in which business operates
	9	Discuss the impact of globalization on business
	10	Describe importing and exporting and explain why businesses enter into international trade
Elements of Marketing	1	Analyze the importance of marketing and its role in business
	2	Describe the marketing mix elements
	3	Describe integrated marketing communication (e.g. promotion, advertising, public relations)
	4	Describe distribution channels
	5	Describe pricing strategies
	6	Describe product mix and product life cycle
	7	Analyze the importance of marketing in a global economy
Human Resources	1	Identify career opportunities in business management
	2	Create a career portfolio
	3	Identify selection tools and determine why they are used. Eg. Incentives, tests, reference checks
	4	Identify compensation plans, benefit packages and incentive programs available to employees
	5	Identify employee training techniques (e.g., hands-on, coaching, seminars, online)
	6	Describe policies and procedures used in an organization
	7	Identify the impact of performance appraisals on employees and the organizations
	8	Describe the history of the labor movement and why unions were organized
	9	Discuss the advantages and disadvantages of union membership
Legal, Ethical and Social Aspects	1	Identify current laws and regulations affecting the establishment and operation of businesses
	2	Explain the elements of federal legislation relevant to staffing
	3	Discuss ethical behaviors in the workplace
	4	Demonstrate characteristics of an acceptable work ethic (e.g., attendance, attire)
	5	Identify business' responsibilities in the workplace, community, and society
Financial Management	1	Identify sources of financing (capital)
	2	Describe and analyze financial statements (e.g. income statement, balance sheet, cash flow statements, and statement of net worth)
	3	Explain financial measures for decision making (e.g. ROI, ROA and cost-benefit analysis)
	4	Describe how to benchmark a firm's position against industry standards
	5	Define risk management and identify risks to businesses

	Business Management	
Unit		**Objectives**
Management Responsibilities	1	Discuss various roles of management (e.g., figurehead, spokesperson, problem solver)
	2	Identify situations in which managers perform in these various roles
	3	Describe various functions of management (e.g., planning and delegating)
	4	Apply the functions of management that are needed to complete a given task
	5	Identify different leadership styles and their characteristics
	6	Write "SMART" goals that meet appropriate criteria: Specific, Measurable, Achievable, Realistic, Time bound
	7	Develop an action plan that states goals, strategies, and objectives
	8	Demonstrate organizational skill
	9	Apply problem-solving approach in making decisions
	10	Investigate the impact of new technology on the workforce
	11	Demonstrate proficiency in computer software applications (word processing, spreadsheets, and databases
	12	Investigate current trends in business (e.g., acquisition/downsizing, e-commerce, data mining, labor market, social issues)
	13	Analyze the physical layout of an office or business for its maximum efficiency
Communication	1	Demonstrate effective communication skills (e.g., verbal, nonverbal, and technological communications and effective listening skills)
	2	Apply communication skills to produce clearly written traditional and electronic documents
	3	Explain the types of international communication issues
	4	Deliver an oral presentation with appropriate media and aids
	5	Produce an agenda for conducting an effective meeting
	6	Demonstrate facilitating techniques
	7	Demonstrate the ability to dialogue with supervisors and staff
	8	Differentiate levels and relationships on an organizational chart
	9	Read and interpret information
Workplace Expectations	1	Work cooperatively with others by contributing and accepting ideas, suggestions, and effort
	2	Use problem-solving techniques in dealing with others
	3	Use negotiation skills to resolve conflicts
	4	Justify viewpoint logically and appropriately
	5	Demonstrate credibility through competence and integrity
	6	Describe ways to satisfy clients' or customers' needs

Desktop Publishing / Graphic Arts	
Unit	**Objectives**
Design Concepts	1 Plan the proper use of white space. 2 Apply the proper use of color. 3 Create an effective focal point (e.g., primary, secondary). 4 Create appropriate headlines. 5 Position captions. 6 Apply design principles (e.g., movement, balance, symmetry). 7 Apply layering techniques in publications. 8 Match the design to the appropriate audience.
Typography Concepts	1 Create a text frame 2 Compose text (e.g., headings, captions, body text) 3 Import text files and other word processing documents into publications 4 Access fonts (e.g., download, unzip, install) 5 Apply font size guidelines 6 Measure type in points, picas, and inches 7 Adjust typography attributes (e.g., bold, italic, underline, reverse) 8 Apply character and word spacing (e.g., kerning, tracking and leading) 9 Explain the usage of font types (e.g., serif, sans serif, decorative) 10 Manipulate text features and formats (e.g., wordwrap, hyphenations, drop cap, color, gradient, text path) 11 Apply tabs and indents in text frames 12 Apply proofreading and editing techniques to graphic arts/desktop publishing files 13 Apply widow and orphan protection
Portfolio	1 Create a resume highlighting graphic arts/desktop publishing and related skills. 2 Select sample projects to show graphic arts/desktop publishing concepts mastered. 3 Explain the reasons for selecting the sample projects in the portfolio. 4 Arrange a selection of sample projects into professional presentation.
Foundations of Communication	1 Demonstrate ability to listen/read and follow directions. 2 Demonstrate proofreading and spell check of written media. 3 Demonstrate appropriate use of grammar while delivering presentations. 4 Demonstrate ability to format written communications to include numbers, and punctuation. 5 Demonstrate ability to function as a team member. 6 Demonstrate ability to research and analyze information from various sources (i.e. written, digital) for use in written or oral presentation.
Foundational Concepts	1 Define terms related to graphic arts/desktop publishing 2 Identify and apply tools and palettes 3 Explain copyright issues related to graphic arts/desktop publishing (e.g., legal, ethical) 4 Demonstrate sensitivity to bias (e.g., culture, gender, age) 5 Manage electronic files (e.g., storage, naming files, retrieval) 6 Identify careers/self-employment opportunities in graphic arts/desktop publishing 7 Exhibit leadership skills through a student organization (e.g., FBLA, PBL) 8 Plan a preliminary layout for a publication using manual or digital tools 9 Develop a work schedule to meet deadlines 10 Use correct grammar, punctuation, and spelling 11 Apply standard proofreaders' marks in editing copy 12 Prepare a budget for a graphic arts/desktop publishing project

Desktop Publishing / Graphic Arts		
Unit		**Objectives**
Managing Images	1	Use a digital camera to acquire appropriate resolution images (e.g., portrait, landscape, moving objects)
	2	Use a scanner to digitize images with appropriate resolution for intended use
	3	Import files and images from various sources (e.g., software-specific library, other applications, Internet)
	4	Edit images (color, filter, tints, contrast, watermark, brightness)
	5	Apply image modes (e.g., convert RGB, CMYK, grayscale)
	6	Manipulate images (e.g., mask, resize, crop, scale, rotate, group/ungroup)
	7	Create original drawings in illustration software
	8	Determine appropriate image file formats (e.g., bmp, tiff, jpeg, gif, pict, eps)
	9	Apply appropriate resolution settings for intended use of an image
	10	Select color scheme
	11	Select appropriate ink colors (e.g., Pantone, PMS)
Publication Layout	1	Set appropriate page layout options (margins, columns, double-sided, facing pages, page numbering)
	2	Create master pages
	3	Create templates (e.g. labels, business cards, brochures, programs)
	4	Modify templates (e.g. labels, business cards, brochures, programs)
	5	Use editing tools (e.g., copy, cut, paste)
The Printing Process	1	Describe the purpose and process of color separation.
	2	Use print preview or WYSISYG layout before printing.
	3	Select an appropriate printer and printer attributes (e.g., duplexing, tray size, paper size).
	4	Perform color separation.
	5	Convert desktop publication to format for exporting/Web posting (e.g., PDF, HTML).

Introduction to Business

Unit	Objectives
Communication and Interprersonal Skills	1 Follow verbal and written instructions 2 Employ good listening skills 3 Identify nonverbal communication techniques 4 Give verbal and written instructions 5 Apply netiquette 6 Explain how diversity impacts the workplace 7 Identify appropriate workplace behaviors (e.g., awareness of issues relating to sexual harassment, business etiquette) 8 Identify and apply the decision-making process to a given situation 9 Identify unethical conduct and potential consequences 10 Differentiate between ethical and legal concepts
Economic Awareness	1 Distinguish between goods and services 2 Identify economic systems 3 Classify economic resources 4 Understand the basic economic problem 5 Describe the relationship between supply, demand, and price 6 Explain the effects of inflation and deflation 7 Describe the four phases of the business cycle 8 Analyze economic indicators (e.g., CPI, unemployment, GNP, GOP) 9 Distinguish roles of individuals in the economy 10 Identify the impact of the global economy on consumers 11 Explain economic interdependence (e.g., importing, exporting) 12 Describe the major components of the U.S. Economy
Global Economic Awareness	1 Describe the influence of international trade on business 2 Explain marketing and its importance on a global economy 3 Describe the different ethical standards of various cultures 4 Identify the impact of the global economy on consumers 5 Adapt communication to the cultural and social differences among clients 6 Discuss the impact of globalization on business 7 Compare and contrast the USD to other currencies
Employability Skills	1 Identify why employment is important 2 Assess individual interests and aptitudes 3 Relate individual skills and interests to careers 4 Develop short-term and long-term career goals 5 Complete a job application 6 Demonstrate interviewing skills 7 Describe appropriate ways to leave a job
Entrepreneurship	1 Identify the characteristics of a successful entrepreneur 2 Match one's individual characteristics and interests to those of a successful entrepreneur 3 Explain the process of starting a new business 4 Compare and contrast the rewards and risks of owning a business 5 Identify the components of a business plan (e.g., description of company, description of service/product)
Consumer Decisions	1 Identify wise buying practices 2 Describe the stages of the buying process 3 Use consumer resources to collect information for making buying decisions 4 Explain the government's role in consumer affairs (e.g., Federal Reserve, FDIC, State Attorney General's Office) 5 Identify the components of a guarantee, warranty, and consumer contract 6 Identify rights and responsibilities of consumers (e.g., following manufacturer's directions, recourse for defective merchandise)

Introduction to Business	
Unit	**Objectives**
[Research Skills](#)	1 Identify different types of written and on-line resources (e.g., websites, blogs, videos, magazines, surveys, journals, personal interviews, podcasts) 2 Evaluate the credibility of resources 3 Demonstrate how to conduct an effective search 4 Research a given topic 5 Provide proper documentation of resources 6 Differentiate between paraphrasing and plagiarizing
[Business Operations](#)	1 Explain organizational design of businesses (e.g., business ownership, types of businesses, etc.) 2 Explain the relationship between the essential business functions (e.g., management, marketing, 3 Identify ways technology impacts business. 4 Describe the importance of good customer service to a business 5 Explain the functions of human resource management 6 Explain forms of financial exchange (cash, credit, debit, EFT, etc.) 7 Describe sources of income (sales, interest, rent, dividends, etc.) 8 Explain the concept of marketing strategies 9 Describe the functions of a manager in a business environment (e.g., organize, plan, direct) 10 Describe different management styles (e.g., coaching, directive)

		Marketing I			
Unit		**Objectives**			**Objectives**
Career and Professional Development	1	Describe traits important to the success of employees in the marketing communications	7	Explain career opportunities in merchandising
	2	Describe employment opportunities in the marketing communications industry	8	Describe the role of merchandisers in retailing
	3	Explain factors affecting the growth and development of the marketing communications industry	9	Explain the nature of professional selling
	4	Discuss the economic and social effects of marketing communications	10	Explain employment opportunities in professional selling
	5	Analyze marketing communications careers to determine careers of interest	11	Discuss the economic and social effects of professional selling
	6	Identify career opportunities in retailing	12	Discuss the nature of human resources management
Communications	1	Explain the nature of effective verbal communications.	8	Select and use appropriate graphic aids
	2	Interpret others' nonverbal cues.	9	Explain the nature of effective communication
	3	Give verbal directions	10	Adapt communication to the cultural and social differences among clients
	4	Employ communication styles appropriate to target audience	11	Describe current business trends
	5	Handle telephone calls in a businesslike manner	12	Conduct an environmental scan to obtain business information
	6	Participate in group discussions	13	Persuade others
	7	Make oral presentations	14	Explain the nature of stress management
Economics	1	Distinguish between economic goods and services	15	Identify factors affecting a business's profit
	2	Explain the concept of economic resources	16	Determine factors affecting business risk
	3	Describe the concepts of economics and economic activities	17	Explain the concept of competition
	4	Determine economic utilities created by business activities	18	Describe market structures
	5	Explain the principles of supply and demand	19	Describe the concept of price stability as an economic measure
	6	Describe the functions of prices in markets	20	Discuss the measure of consumer spending as an economic indicator
	7	Explain the role of business in society	21	Discuss the impact of a nation's unemployment rates
	8	Describe types of business activities	22	Explain the concept of Gross Domestic Product
	9	Explain the organizational design of businesses	23	Describe the economic impact of inflation on business
	10	Discuss the global environment in which businesses operate	24	Explain unemployment and inflation tradeoffs
	11	Describe factors that affect the business environment	25	Explain the economic impact of interest-rate fluctuations
	12	Explain how organizations adapt to today's markets	26	Determine the impact of business cycles on business activities
	13	Explain the types of economic systems	27	Describe the need for financial information
	14	Explain the concept of private enterprise	28	Explain the role of finance in business
Marketing Concepts	1	Create mathematical models from real- life situations	18	Demonstrate connections between company actions and results
	2	Analyze and interpret complex societal issues, events, and problems	19	Explain marketing and its importance in a global economy
	3	Analyze researched information and statistics	20	Describe marketing functions and related activities
	4	Reach reasoned conclusions to identify target markets	21	Explain the concept of marketing strategies
	5	Examine social beliefs, influences, and behavior	22	Explain the concept of market and market identification
	6	Analyze group dynamics	23	Identify market segments
	7	Recognize factors influencing perception	24	Select target market
	8	Identify sources of attitude formation	25	Explain the nature of marketing planning
	9	Assess methods used to evaluate attitudes	26	Conduct SWOT analysis for use in the marketing planning process
	10	Identify basic social and cultural groups	27	Develop marketing plan
	11	Determine behavioral patterns of social and cultural groups	28	Identify ways to segment markets for marketing communications
	12	Analyze effects of others on individual behavior	29	Describe the nature of target marketing in marketing communications
	13	Recognize factors affecting personality	30	Describe current issues/trends in marketing communications
	14	Investigate factors affecting purchasing decisions	31	Develop customer/client profile
	15	Recognize cues to basic drives/motives	32	Profile target customer
	16	Explain customer/client/business buying behavior	33	Determine market needs
	17	Discuss actions employees can take to achieve the company's desired results		
Pricing	1	Explain the nature and scope of the pricing function	10	Select pricing strategies
	2	Describe the role of business ethics in pricing	11	Determine cost of product (breakeven, ROI, markup)
	3	Explain the use of technology in the pricing function	12	Calculate break-even point
	4	Explain legal considerations for pricing	13	Establish pricing objectives
	5	Explain factors affecting pricing decisions	14	Select pricing policies
	6	Explain pricing practices used in marketing communications	15	Determine discounts and allowances that can be used to adjust base prices
	7	Discuss the nature of pricing models	16	Set prices
	8	Explain considerations in website pricing	17	Adjust prices to maximize profitability
	9	Set price objectives for marketing communications services		

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Unit		Objectives		Objectives
Promotion	1	Explain the role of promotion as a marketing function	35	Check advertising proofs
	2	Explain the types of promotion	36	Evaluate storyboards
	3	Identify the elements of the promotional mix	37	Critique advertisements
	4	Describe the use of business ethics in promotion	38	Determine advertising reach of media
	5	Explain the nature of a promotional plan	39	Read media schedule
	6	Coordinate activities in the promotional mix	40	Calculate media costs
	7	Explain types of advertising media	41	Choose appropriate media outlets
	8	Explain components of advertisements	42	Select placement of advertisements
	9	Explain the importance of coordinating elements in advertisements	43	Develop a media plan
	10	Identify types of public-relations activities	44	Write a press release
	11	Explain how businesses can use tradeshow/exposition participation to communicate with targeted audiences	45	Create a public-service announcement
	12	Explain the nature of word-of-mouth (WOM) strategies	46	Create a press kit
	13	Explain considerations in developing viral marketing campaigns	47	Analyze costs/benefits of company participation in community activities
	14	Develop viral marketing strategies	48	Explain current issues/trends in public relations
	15	Explain the use of celebrities/influencers as a WOM strategy	49	Create a public-relations campaign
	16	Select celebrity/influencer to deliver promotional message	50	Create promotional signage
	17	Develop referral program to build brand/promote products	51	Collaborate in the design of slogans/taglines
	18	Explain the use of product placement	52	Analyze considerations in designing a frequency/loyalty marketing program
	19	Identify opportunities for product placement	53	Analyze use of specialty promotions
	20	Discuss types of direct marketing strategies	54	Develop strategy for creating a special event
	21	Describe the use of advergaming	55	Set up cross-promotions
	22	Explain the nature of online advertisements	56	Explain the use of advertising agencies
	23	Explain the nature of e- mail marketing strategies	57	Propose community issues for company involvement
	24	Describe mobile advertising strategies	58	Explain the use of visual merchandising in retailing
	25	Identify effective advertising headlines	59	Distinguish between visual merchandising and display
	26	Describe copy strategies	60	Place merchandise for impact
	27	Describe the nature of effective Internet ad copy	61	Use cross-merchandising techniques
	28	Identify promotional messages that appeal to targeted markets	62	Analyze types of display arrangements
	29	Analyze the impact of color in advertisements	63	Create and maintain displays
	30	Describe the elements of design	64	Develop promotional calendar
	31	Explain the use of illustrations in advertisements	65	Plan/Schedule displays/themes with management
	32	Explain type styles used in advertisements	66	Plan a promotional strategy
	33	Describe effective advertising layouts	67	Persuade others
	34	Explain the impact of color harmonies on composition		
Product Service Management	1	Explain the nature and scope of the product/service management function	17	Describe factors used by marketers to position products/services
	2	Identify the impact of product life cycles on marketing decisions	18	Develop positioning concept for a new product idea
	3	Describe the use of technology in the product/service management function	19	Explain the nature of product/service branding
	4	Explain business ethics in product/service management	20	Explain the nature of branding
	5	Identify product opportunities	21	Describe factor used by businesses to position brands
	6	Identify methods/techniques to generate a product idea	22	Develop strategies to position brands
	7	Generate product ideas	23	Explain the nature of product extension in services marketing
	8	Determine initial feasibility of product idea	24	Identify product extensions that can be used in marketing communications
	9	Describe the uses of grades and standards in marketing	25	Determine quality of merchandise to offer
	10	Explain warranties and guarantees	26	Determine width and depth of assortment strategies
	11	Identify consumer protection provisions of appropriate agencies	27	Select mix of brands
	12	Evaluate customer experience	28	Plan merchandise assortment (e.g., styling, sizes, quantities, colors)
	13	Explain the concept of product mix	29	Identify new private brand opportunities
	14	Describe the nature of product bundling	30	Develop seasonal assortment strategies
	15	Identify product to fill customer need	31	Identify company's unique competitive advantage
	16	Plan product mix	32	Identify internal and external service standards

Marketing I				
Unit		**Objectives**		**Objectives**
Selling	1	Explain the nature of positive customer relations	29	Establish relationship with client/customer
	2	Demonstrate a customer-service mindset	30	Process special orders
	3	Explain management's role in customer relations	31	Process sales documentation
	4	Explain the role of ethics in customer relationship management	32	Prepare sales reports
	5	Describe the use of technology in customer relationship management	33	Gather customer/client feedback to improve service
	6	Explain external planning considerations	34	Plan strategies for meeting sales quotas
	7	Explain the nature and scope of the selling function	35	Develop strategies to win back former customers
	8	Explain the role of customer service as a component of selling relationships	36	Establish sales terms
	9	Explain key factors in building a clientele	37	Prepare and implement sales plans
	10	Explain company selling policies	38	Set sales quotas
	11	Compare and contrast selling and regulations and business ethics in selling	39	Manage salesperson's underperformance
	12	Acquire product information for use in selling	40	Design incentive programs
	13	Analyze product information to identify product features and benefits	41	Provide legitimate responses to inquiries
	14	Explain the selling process	42	Defend ideas objectively
	15	Discuss motivational theories that impact buying behavior	43	Respond to customer inquiries
	16	Provide service after the sale	44	Interpret business policies to customers/clients
	17	Prepare cash drawers/banks	45	Establish relationship with customer/client
	18	Open/Close register/terminal	46	Determine customer/client needs
	19	Explain the impact of sales cycles	47	Recommend specific product
	20	Differentiate between consumer and organizational buying behavior	48	Demonstrate good/service
	21	Identify emerging trends	49	Convert customer/client objections into selling points
	22	Explain the use of marketing-research information in professional selling	50	Close the sale
	23	Prospect for customers	51	Demonstrate suggestion selling
	24	Qualify customers/clients	52	Collect payment from customer to complete customer transaction
	25	Conduct pre-visit research	53	Plan follow- up strategies for use in selling
	26	Determine sales strategies	54	Analyze sales performance
	27	Schedule appointments with prospective clients	55	Demonstrate negotiation skills
	28	Prepare sales presentation		

Multimedia		
Unit	**Objectives**	
Foundational Concepts	1	Develop vocabulary related to multimedia
	2	Investigate the key principles in internet safety, security, and privacy
	3	Utilize hardware to manipulate various types of media (e.g., cameras, microphones, graphic tablets)
	4	Determine appropriate software application for task
	5	Use organizational skills to plan multimedia products (e.g., storyboarding, outlining, scripting, task delegation)
	6	Apply design principles used in multimedia productions
	7	Create text using typography principles
	8	Evaluate and determine hardware and software required for multimedia use
Electronic Presentations	1	Identify a variety of presentation software (e.g., Prezi, Empressr, PowerPoint, Open Office Impress, Apple Keynote, NXPowerlite)
	2	Identify components of effective electronic presentations
	3	Design linear and non-linear presentations (e.g., interactive game)
	4	Import files into a presentation (e.g., text, images, audio, video)
	5	Apply advanced editing techniques (e.g., build, effects, timing, animation, transitions)
	6	Export presentation to various formats (e.g., .ppt, .jpg, .html)
	7	Deliver a presentation using professional standards and techniques
Emerging Technologies	1	Utilize and create collaborative electronic tools (e.g., wikis, blogs, forums)
	2	Utilize web-based technologies to publish media (e.g., screencasts, podcasts, vodcasts, iTunes)
Animation	1	Create frame-by-frame animations
	2	Create reusable symbols (e.g., button, movie, graphic)
	3	Apply motion and shape tweens
	4	Modify bitmaps (trace bitmap, convert to symbol)
	5	Use layers and object modification techniques (e.g., transform, alpha transparency, filters)
	6	Add interactivity to animations with buttons, menus, and scripting
	7	Explore advanced animation techniques (e.g., 3D)
Audio Files	1	Compare and contrast audio formats common size and quality (e.g., .mp3, .wav, .midi)
	2	Rip and import audio from a variety of sources (e.g., CD/DVD, video, Internet)
	3	Create original audio (e.g., voice, instrument)
	4	Mix audio (e.g., layering, trimming, level adjustments)
	5	Apply effects to audio (e.g., noise reduction, amplify, echo)
	6	Export audio files based on delivery method
	7	Apply editing techniques
Video Files	1	Develop pre-production documents (e.g., storyboard, shot list)
	2	Apply basic filming techniques (e.g., camera angles, camera movement, lighting, sound)
	3	Access, capture, and import a variety of file sources converting file types, if necessary (e.g. audio, video, graphics)
	4	Arrange video clips, audio clips, titles and still images on timeline
	5	Manipulate clips (e.g., link/unlink, adjust transparency, set properties, trim, adjust speed/duration)
	6	Apply special effects, transitions, key frame/motion settings, animations, filters, and text
	7	Synchronize audio with video
	8	Apply advanced editing techniques (e.g., split screen format, chromakey, audiopan)
	9	Evaluate sources for playing completed video (e.g., hardware, software, web applications)
	10	Apply codec (compression) appropriate for the media delivery
	11	Export video for a variety of media outlets (e.g., broadcast, web)
	12	Author DVD

Multimedia		
Unit		**Objectives**
Foundations of Communication	1	Demonstrate ability to listen/read and follow directions
	2	Demonstrate proofreading and spell check of written media
	3	Demonstrate appropriate use of grammar while delivering presentations
	4	Demonstrate ability to format written communications to include numbers, and punctuation
	5	Demonstrate ability to function as a team member
	6	Demonstrate ability to research and analyze information from various sources (i.e. written, digital) for use in written or oral presentation
Workplace Readiness Skills	1	Compare copyright and patent laws for multimedia between educational and workplace settings (e.g., video, text, sound, pictures)
	2	Demonstrate ethical behavior when designing multimedia applications
	3	Identify career/self-employment opportunities in multimedia production
	4	Exhibit leadership skills through a student organization (e.g., FBLA, PBL)
	5	Interact with industry professionals (e.g., guest speakers, field trips, job shadowing)
	6	Use help tools (e.g., technical manual, on-line help, technical support)
	7	Demonstrate mastery through work samples
Managing Images	1	Acquire and import images from a variety of sources (e.g., scanners, cameras, phones)
	2	Apply appropriate resolution settings for intended use of image
	3	Apply appropriate image mode for intended application (e.g., convert RGB, CMYK, grayscale)
	4	Compose images using layers and selections
	5	Edit images (e.g., color, filter, tint, contrast, brightness)
	6	Manipulate images (e.g., mask, resize, crop, scale, group/ungroup, zoom, pan)
	7	Create original artwork using illustrative software
Media Files	1	Identify types of files used in multimedia applications (e.g., .gif, .jpg, .ai, .psd, .png, .avi, .wmv)
	2	Develop electronic file management systems (project folders, file naming, etc.)
	3	Download files from various sources (e.g., audio, images, video, animation)
	4	Convert files to various formats (e.g., .flv to .avi, .mov to .wmv, .psd to .jpg)
	5	Utilize storage devices (e.g., CD/DVD, portable storage devices)
	6	Manage electronic file storage/transfer (online, Bluetooth, etc.)

Retail		
Unit	**Objectives**	
Retail Business	1	Define the term retailing.
	2	Identify different channels of distribution
	3	Compare the types of retail business ownership
	4	Classify the types of store-based retailers
	5	Create online and non-store retailing
Business Strategy	1	Define target market and market segmentation
	2	Show the concept of competitive advantage
	3	Differentiate the types of retail business risk
	4	Interpret merchandising plans and the components included.
	5	Describe inventory control
	6	Recognize the importance of what and when to buy
	7	Calculate markup and markdown
Retail Store	1	Explain the importance of store image and design
	2	Define visual merchandising
	3	Define the promotional mix
	4	Define customer buying motives and needs
	5	Describe the customer service expectations
	6	Describe the role of the store manager
Exploring Careers	1	Describe career opportunities in retailing
	2	Describe ways to prepare for a retail career
	3	Create a resume
	4	Perform an interview
	5	Describe how to foster positive working relationships

Sports and Entertainment		
Unit		**Objectives**
[Channel Management](#)	1	Acquire foundational knowledge of channel management to understand its role in marketing
	2	Manage channel activities to minimize costs and to determine distribution strategies
[Finance and Risk Management](#)	1	Analyze cost/profit relationships to guide business decision-making
	2	Explain global trade considerations for sports and entertainment industries (eg customs, exchange rates, use of financial institutions, trade regulations, foreign distributors, government regulation, cultural/value differences)
	3	Discuss risk management from a sports and entertainment marketing perspective.
	4	Summarize the concept of risk management.
	5	Explain the types of risk
	6	Discuss the concept of risk management
	7	Discuss considerations for safety and security
	8	Define safety and security
	9	Discuss the types of indoor/outdoor security
	10	Discuss the types of insurance necessary for the sports and entertainment industry.
	11	Explain liability insurances
	12	Outline miscellaneous insurances.
	13	Identify factors affecting pricing of sports and entertainment products
	14	Describe pricing issues associated with sports and entertainment products
	15	Employ pricing strategies to determine optimal prices.
	16	Assess pricing strategies to identify needed changes and to improve profitability.
[Human Relations and Career Readiness](#)	1	Apply ethical principles to the industry
	2	Interpret legal issues pertaining to sports and entertainment management
	3	Discuss personnel issues
	4	Explore career-sustaining opportunities in sports and entertainment marketing.
	5	Summarize factors of interpersonal relationships.
	6	Demonstrate the skills needed for obtaining employment
	7	Explain ethical responsibility in the sports and entertainment industry.
[Marketing Research](#)	1	Define Marketing Research
	2	Identify the elements and conduct a SWOT analysis
	3	Explain the Marketing Research process (Problem definition, develop research design, data collection, data analysis, report presentation)
	4	Identify and explain primary versus secondary marketing research
	5	Explain the importance of Marketing research to businesses and making informed business decisions
	6	Acquire foundational knowledge of marketing-information management to understand its nature and scope
	7	Assess marketing-information needs to develop a marketing information management system
	8	Collect secondary market data to ensure accuracy and adequacy of information for sports and entertainment marketing decision-making
	9	Implement primary marketing-research strategy to test hypothesis and/or resolve issues.
	10	Interpret research data into information for decision-making
	11	Report findings to communicate research information to others
	12	Analyze marketing information to make informed marketing decisions
	13	Assess quality of marketing-research activities to determine needed improvements

Sports and Entertainment		
Unit		**Objectives**
Product and Service Management	1	Define product mix
	2	Identify the component of the product lifecycle
	3	Identify the components of branding and licensing within the sports and entertainment industry.
	4	Apply the concepts of merchandising as related to the sports and entertainment industry
	5	Discuss the ethical issues found in the sports and entertainment industry
Selling and Promotions	1	Develop customer service skills needed in the sports and entertainment industry.
	2	Explain the importance and types of selling.
	3	Demonstrate and apply the steps of the selling process.
	4	Solve related mathematical problems
	5	Explain the function of promotion in the sports and entertainment marketing industry.
	6	Identify the role of promotion.
	7	Explain the promotional mix and the different forms of promotion.
	8	Discuss the use and importance of sponsorships and endorsements.
	9	Describe the use of technology in promotion.
Sponsorships and Endorsements	1	Construct a sponsorship plan
	2	Design an endorsement proposal
Sports and Entertainment Marketing Foundations	1	Understand the impact of the sports and entertainment industry on the economy.
	2	Explain the impact of sports and entertainment marketing on the economy.
	3	Identify significant people and events in the history of the sports and entertainment marketing industry.
	4	Explain the economic foundations relevant to the sports and entertainment marketing industry.
	5	Explain the concept of economics.
	6	Explain the concept of competition.
	7	Discuss the free enterprise system.
	8	Explain marketing foundations relevant to the sports and entertainment industry.
	9	Explain the concept of marketing.
	10	Discuss the concept of market identification.
	11	Explain the legal and ethical issues in the sports and entertainment marketing industry.
	12	Apply ethical principles to the industry.
	13	Interpret legal issues pertaining to sports and entertainment management.

Web Design		
Unit		**Objectives**
[Introductory Principles](#)	1	Define terms related to Web projects
	2	Use Web-based resources (e.g., tutorials, Webquests, on-line resources, free download sites)
	3	Discuss E-commerce concepts as they relate to Web-based projects
	4	Differentiate among platforms and browsers in relationship to the Web
	5	Explain how resolution affects Web page creation
	6	Identify careers/self-employment and certification opportunities in Web design and production
	7	Exhibit leadership skills through a student organization (e.g., FBLA, PBL)
[Web Site Design](#)	1	Define Web page design principles and elements
	2	Evaluate Web sites based on design elements and principles (e.g., alignment, color, navigation, user feedback)
	3	Determine the purpose of the Web site
	4	Identify the target audience
	5	Select and develop content for site (e.g., research techniques, interview of client)
	6	Plan an organized layout
	7	Select an appropriate navigational structure
	8	Use Web-safe colors and fonts
	9	Employ proofreading and editing techniques
	10	Apply Web accessibility standards
[Image Creation and Manipulation](#)	1	Recognize the different image types and their extensions (e.g., gif, jpg)
	2	Utilize images from various sources (e.g., Internet, CD, scanner, digital camera)
	3	Use image editing program to create original raster images (e.g., collages, banners, buttons)
	4	Use selection tools in image editing program (e.g., lasso, magic wand)
	5	Use layering techniques in image editing program to better manage images (e.g., ordering, arranging, naming)
	6	Use image editing program to adjust and transform images (e.g., crop, rotate, skew, color, image dimension size)
	7	Optimize an image to improve load time
	8	Slice an image into separate parts
[Page Creation](#)	1	Use Web authoring software to create Web pages
	2	Identify and apply HTML tags and attributes for basic Web page design (e.g., title, metadata, table, link)
	3	Create and use a template
[Web Creation](#)	1	Create interactive design elements (e.g., rollover, swap image, slideshow)
	2	Incorporate browser plug-ins (e.g., Adobe Acrobat.pdf, Flash.swf, Quicktime.mov)
	3	Use Cascading Style Sheets (CSS) to control page elements (e.g., external, internal, inline)
	4	Apply animation tools and techniques
[Web Page Management](#)	1	Describe various Web publishing techniques
	2	Compare and contrast Web hosting account options
	3	Explain the process of obtaining a domain name
	4	Create an electronic portfolio
	5	Organize all content files into folder management
	6	Implement time management techniques
	7	Create meta tags to be utilized by a variety of search engines
	8	Demonstrate ethical behavior
	9	Conduct usability testing
	10	Apply copyright laws in all Web-related projects
	11	Describe security issues (e.g., viruses, firewalls, passwords, filters)

Cooperative Career Education

Curriculum Standards and Indicators

ACADEMIC FOUNDATIONS FOR CAREERS

Occupational Communications

A. Understand the importance of effective communication skills in the workplace.

    1. Use written communication skills in the workplace

    2. Use oral communication skills in the workplace

Occupational Mathematical Computations

B. Understand the importance of effective mathematical computation skills in the workplace.

    1. Perform appropriate mathematical calculations in work-related situations.

APPLIED TECHNOLOGY

A. Understand the uses and limitations of technological tools for achieving personal and workplace needs.

    1. Select appropriate technology to produce desired results

    2. Apply technology to accomplish workplace objectives

    3. Prevent or solve technology problems.

CAREER DEVELOPMENT AND EMPLOYMENT

A. Understand the process for researching and selecting career opportunities

    1. Analyze the relationship between educational achievement and career planning.

    2. Analyze the need for positive attitudes toward work and learning.

    3. Locate, evaluate, and interpret career information.

    4. Determine how societal needs and functions influence the nature and structure of work.

Cooperative Career Education

Curriculum Standards and Indicators

B. Understand the process for career decision-making.

1. Apply problem solving skills to make decisions.

2. Examine the interrelationship of life roles as related to career planning.

3. Apply skills in personal career planning.

C. Understand the components required for a career portfolio.

1. Apply skills to seek, obtain, maintain, and change jobs.

ENTREPRENEURSHIP AND BUSINESS ECONOMICS

A. Understand the economic principles and concepts fundamental to entrepreneurship/small-business ownership

1. Discuss basic concepts of entrepreneurship/small business ownership

2. Examine cost-profit relationships

3. Discuss economic indicators/trends

4. Recognize international business concepts

B. Understand fundamental business concepts that affect business decision making

1. Discuss fundamental business concepts

2. Discuss core business activities

C. Understand concepts and processes associated with successful entrepreneurial performance

1. Discuss the Discovery stage of entrepreneurship

2. Discuss the Concept Development stage of entrepreneurship

3. Discuss the Resourcing stage of entrepreneurship

4. Discuss the Actualization stage of entrepreneurship

5. Discuss the Harvesting stage of entrepreneurship

D. Understand the personal traits/behaviors associated with successful entrepreneurial performance

1. Conduct Personal Assessment

Cooperative Career Education

Curriculum Standards and Indicators

2. Manage Personal Traits

ETHICS AND SOCIAL RESPONSIBILITY

Ethical Behavior

A. Understand and apply ethical behavior in the workplace.

1. Explain the importance of workplace ethics.

2. Apply ethical factors when making decisions.

Laws and Regulations

B. Understand laws and regulations that apply to employment.

1. Explain legal issues affecting business.

2. Explain local, state and federal laws and regulations affecting the workplace.

Social Responsibility

C. Understand the responsibility business has to society.

1. Describe social demands that affect business.

2. Describe environmental concerns that affect business.

LEADERSHIP AND TEAMWORK

Developing Knowledge of Self and Others

A. Understand that knowledge of self and others is the foundation of leadership.

1. Evaluate personal self-image.

2. Evaluate personal behaviors.

3. Use knowledge of others to improve one's leadership skills.

Defining Leadership

B. Understand how characteristics, relationships and context interact in leadership roles.

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▬▬ Curriculum Standards and Indicators

1. Analyze the characteristics of leaders.

2. Analyze the complex relationship between the leader and the follower.

3. Evaluate the role of context in the process of leadership.

Developing Leadership Skills and Practices

C. Understand the functions of effective leadership.

1. Communicate effectively in pairs, small groups, teams, and large groups.

2. Analyze and refine decision-making skills.

3. Evaluate the relationship between personal vision and the group vision.

Practicing Leadership

D. Understand how leadership can be demonstrated at the workplace.

1. Analyze leadership at the workplace

2. Practice leadership through CTSO activities.

Adapted from "Linking Leadership and Instruction: A Leadership Development Curriculum for Virginia Public Schools." Virginia Board of Education, August, 2003.

SAFETY AND HEALTH

Safety

A. Understand the importance of safety in the workplace.
1. Recognize the role of hazards in the workplace.

2. Implement a plan for workplace safety.

3. Examine the role of laws and regulations for workplace safety.

4. Apply safety procedures in the workplace.

Health

B. Understand the importance of healthy living for career success.
1. Define factors leading to a healthy and active life

Cooperative Career Education

Curriculum Standards and Indicators

2. Utilize health maintenance strategies.

TECHNICAL KNOWLEDGE AND SKILLS

Career Competency

A. Understand the skills required for success in a specific career.

1. Demonstrate job skills as listed on the training plan or Instructional Management Plan.

2. Demonstrate an understanding of the company's mission and goals.

3. Demonstrate behavior which meets the ethical, legal, and cultural expectations of a specific career.

4. Maintain records related to employment

GRADES 9-10
COMPUTER SCIENCE
PERFORMANCE STANDARDS

GRADES 9-10 COMPUTER SCIENCE PERFORMANCE STANDARDS

Concept	Subconcept	By the End of the 10th Grade	
Computing Systems	Devices	9-10.CS.D.01 Explain how abstractions hide the underlying implementation details of computing systems embedded in everyday objects.	
	Hardware & Software	9-10.CS.HS.01 Explain the abstraction and interactions between application software, system software and hardware.	
	Troubleshooting	9-10.CS.T.01 Develop, communicate and apply systematic troubleshooting strategies for correction of errors in computing systems.	
Networks and the Internet	Network Communication & Organization	9-10.NI.NCO.01 Evaluate the scalability and reliability of networks by identifying and illustrating the basic components of computer networks (e.g., routers, switches, servers) and network protocols (e.g., IP, DNS).	9-10.NI.NCO.02 Describe the issues that impact network functionality (e.g., bandwidth, load, delay, topology).
	Cybersecurity	9-10.NI.C.01 Compare physical and cybersecurity measures by evaluating trade-offs between the usability and security of a computing system.	9-10.NI.C.02 Illustrate how sensitive data can be affected by attacks.
		9-10.NI.C.03 Recommend security measures to address various scenarios based on information security principles.	9-10.NI.C.04 Explain trade-offs when selecting and implementing cybersecurity recommendations from multiple perspectives such as the user, enterprise and government.
Data Analysis	Storage	9-10.DA.S.01 Translate and compare different bit representations of data types, such as characters, numbers and images.	9-10.DA.S.02 Evaluate the trade-offs in how data is organized and stored digitally.
	Collection, Visualization & Transformation	9-10.DA.CVT.01 Create data visualizations to help others better understand real-world phenomena.	9-10.DA.CVT.02 Explain the insights and knowledge gained from digitally processed data by using appropriate visualizations, notions and precise language.
		9-10.DA.CVT.03 Evaluate and refine computational artifacts to make them more usable and accessible.	
	Inference & Models	9-10.DA.IM.01 Show the relationships between collected data elements using computational models.	9-10.DA.IM.02 Refine computational models to better represent the relationships among different elements of data collected from a phenomenon or process.
Algorithms & Programming	Algorithms	9-10.AP.A.01 Create a prototype that uses algorithms (e.g., searching, sorting, finding shortest distance) to provide a possible solution for a real-world problem.	
	Variables	9-10.AP.V.01 Create problem solutions that utilize primitive variables (e.g., strings, ints, Booleans, doubles).	9-10.AP.V.02 Demonstrate the use of advanced variables (e.g., lists, arrays, objects) to simplify solutions, generalizing computational problems instead of repeatedly using primitive variables.

Concept	Subconcept	By the End of the 10th Grade	
Algorithms & Programming	Control	9-10.AP.C.01 Apply the concepts of specific control structures (e.g., sequence, conditionals, repetition, procedures) considering program efficiencies such as readability, performance and memory usage.	
	Modularity	9-10.AP.M.01 Break down a solution into procedures using systematic analysis and design utilizing functional abstraction.	9-10.AP.M.02 Create computational artifacts (file, graphic, video, audio) by systematically organizing, manipulating and/or processing data.
	Program Development	9-10.AP.PD.01 Using visual aids and documentation, illustrate the design elements and data flow (e.g., flowcharts, pseudocode) of the development of a program.	9-10.AP.PD.02 Create a program by analyzing a problem and/or process, developing and documenting a solution, testing outcomes, debugging errors and adapting the program for a variety of users.
		9-10.AP.PD.03 While collaborating in a team, develop, test and refine programs that solve practical problems or allow self-expression.	9-10.AP.PD.04 Evaluate and refine computational artifacts to make them more user-friendly, efficient and/or accessible.
Impacts of Computing	Culture	9-10.IC.C.01 Evaluate the ways computing impacts personal, ethical, social, economic and cultural practices.	9-10.IC.C.02 Test and refine computational artifacts to reduce bias and equity deficits.
		9-10.IC.C.03 Demonstrate how a given algorithm applies to problems across disciplines.	
	Social Interactions	9-10.IC.SI.01 Demonstrate through collaboration on a project how computing increases connectivity among people of various cultures.	9-10.IC.SI.02 Explain how the degrees of communication afforded by computing have impacted the nature and content of career fields.
	Safety, Laws & Ethics	9-10.IC.SLE.01 Explain the beneficial and harmful effects that intellectual property laws can have on innovation.	9-10.IC.SLE.02 Explain the privacy concerns related to the collection and analysis of information about individuals that may not be evident to users.
		9-10.IC.SLE.03 Evaluate the social and economic consequences of how law and ethics interact with digital aspects of privacy, data, property, information and identity.	9-10.AP.SLE.04 Define and classify a variety of software licensing schemes (e.g., open source, freeware, commercial) and discuss the advantages and disadvantages of each scheme in software development.
		9-10.IC.SLE.05 Identify and explain the potential impacts and implications of emerging technologies on larger social economic and political structures with evidence from credible sources.	

GRADES 11-12
COMPUTER SCIENCE
PERFORMANCE STANDARDS

GRADES 11-12 COMPUTER SCIENCE PERFORMANCE STANDARDS

Concept	Subconcept	By the End of the 12th Grade	
Computing Systems	Devices	11-12.CS.D.01 Illustrate ways computing systems implement logic through hardware components.	
	Hardware & Software	11-12.CS.HS.01 Describe and categorize roles of an operating system.	
	Troubleshooting	11-12.CS.T.01 Describe how hardware components facilitate logic, input, output and storage in computing systems.	
Networks & the Internet	Network Communication & Organization	11-12.NI.NCO.01 Analyze the relationship between routers, switches, servers, topology and addressing.	11-12.NI.NCO.02 Describe key protocols and underlying processes of internet-based services (e.g., http/https and Simple Mail Transfer Protocol (SMTP)/internet Message Access Protocol (IMAP), routing protocols).
		11-12.NI.NCO.03 Explain how the characteristics of the internet influence the systems developed on it.	
	Cybersecurity	11-12.NI.C.01 Compare and refine ways in which software developers protect devices and information from unauthorized access.	11-12.NI.C.02 Analyze cryptographic techniques to model the secure transmission of information.
Data & Analysis	Storage	11-12.DA.S.01 Compare different bit representations of data types, such as characters, Booleans and numbers while recognizing when using each data type is appropriate.	
	Collection, Visualization & Transformation	11-12.DA.CVT.01 Generate data sets that use a variety of data collection tools and analysis techniques to support a claim and/or communicate information.	
	Inference & Models	11-12.DA.IM.01 Evaluate the ability of models and simulations to test and support the refinement of hypotheses.	
Algorithms & Programming	Algorithms	11-12.AP.A.01 Critically examine and trace classic algorithms (e.g., selection sort, insertion sort, binary search, linear search).	11-12.AP.A.02 Implement an artificial intelligence algorithm to interact with a human or solve a problem.
		11-12.AP.A.03 Describe how artificial intelligence algorithms drive many software and physical systems (e.g., autonomous robots, computer vision, pattern recognition, text analysis).	11-12.AP.A.04 Evaluate algorithms (e.g., sorting, searching) in terms of their efficiency and clarity.
	Variables	11-12.AP.V.01 Create problem solutions that utilize data structures (e.g., lists, arrays, ArrayLists).	
	Control	11-12.AP.C.01 Trace the execution of iteration (e.g., loops, recursion), illustrating output and changes in values of named variables.	
	Modularity	11-12.AP.M.01 Construct solutions to problems using student-created components (e.g., procedures, modules, objects).	11-12.AP.M.02 Create programming solutions by reusing existing code (e.g., libraries, Application Programming Interface (APIs), code repositories).
		11-12.AP.M.03 Analyze a large-scale computational problem and identify generalizable patterns that can be applied to a solution.	

Concept	Subconcept	By the End of the 12th Grade	
Algorithms & Programming	Program Development	11-12.AP.PD.01 Use integrated development environments (IDEs) and collaborative tools and practices (code documentation) in a software project.	11-12.AP.PD.02 Plan and develop programs using a development process (e.g., waterfall, iterative, spiral, rapid application development, agile).
		11-12.AP.PD.03 Identify and compare features of various programming languages that make them useful for solving problems and developing systems.	11-12.AP.PD.04 Design software using version control.
		11-12.AP.PD.05 Develop and use a series of test cases to verify that a program performs according to its design specifications.	11-12.AP.PD.06 Explain security issues that might lead to compromised computer programs.
		11-12.AP.PD.07 Evaluate key qualities of a program through a process such as a code review.	
Impacts of Computing	Culture	11-12.IC.C.01 Evaluate the impact of equity, access and influence on the distribution of computing resources in a global society.	
	Safety, Laws & Ethics	11-12.IC.SLE.01 Debate laws and regulations that impact the development and use of software.	

National Standards for Family and Consumer Sciences Education

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Area of Study 10.0
Hospitality, Tourism, and Recreation
Usage Guidelines

- Family and Consumer Sciences National Standards are outcomes; that is, expectations of what students should know and be able to do upon completion of a sequence of courses in a defined pathway/program of study.
- As state or local curriculum is developed, the national standards should be utilized as indicators of student achievement at the end of the pathway/program of study. Benchmarks should be developed at the state or local level for student achievement in earlier courses.
- The standards are grouped by Areas of Study, NOT by courses or course sequences. It is expected that content knowledge and skills from multiple Areas of Study would be utilized when building courses and course sequences for related Career Pathways for state or local uses. For example, standards from Area 1-Career, Community and Life Connections, Area 5 Facilities and Property Management, and Area 11 Housing and Interior Design, as well as standards from other Areas of Study, might be incorporated into course sequences for Hospitality, Tourism, and Recreation pathways.

Comprehensive Standard
Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation

Content Standards	Competencies
10.1 Analyze career paths within the hospitality, tourism and recreation industries.	10.1.1 Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.
	10.1.2 Analyze opportunities for employment in hospitality, tourism, and recreation careers.
	10.1.3 Summarize education and training requirements and opportunities for career paths in hospitality, tourism, and recreation careers.
	10.1.4 Analyze the correlation between the hospitality industry and local, state, national and global economies.
	10.1.5 Create an employment portfolio to communicate hospitality, tourism, and recreation knowledge and skills.
	10.1.6 Analyze the role of professional organizations in the hospitality, tourism, and recreation professions.
10.2 Demonstrate procedures applied to safety, security, and environmental issues.	10.2.1 Explain the importance of safety, security, and environmental issues related to the hospitality, tourism, and recreation industries.
	10.2.2 Demonstrate procedures for assuring guest or customer safety.
	10.2.3 Evaluate evacuation plans and emergency procedures.

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		10.2.4	Demonstrate management and conservation of resources for energy efficiency and protection of the environment.
		10.2.5	Design a system for documenting, investigating, and taking action on safety, security, and environmental issues.
10.3	Apply concepts of quality service to ensure customer satisfaction.	10.3.1	Apply industry standards for service that meets cultural and geographic expectations of guests or customers.
		10.3.2	Analyze how employee dispositions can impact customer satisfaction.
		10.3.3	Apply a system to evaluate and resolve employee, employer, guest, or customer complaints.
		10.3.4	Analyze effects of customer relations on success of the hospitality, tourism, and or recreation industry.
		10.3.5	Demonstrate effective cultural awareness and customer relations to meet the hospitality, tourism, and recreation needs of special populations.
10.4	Demonstrate practices and skills involved in hospitality and lodging occupations.	10.4.1	Demonstrate front desk, office, and customer service skills.
		10.4.2	Demonstrate accounting practices and financial transactions.
		10.4.3	Manage convention, meeting, and banquet support functions.
		10.4.4	Apply basic food preparation and service skills in catering operations.
		10.4.5	Manage use, care, storage, maintenance, and safe operations of equipment, tools, and supplies.
		10.4.6	Apply facility management, maintenance, and service skills to hospitality and lodging operations.
		10.4.7	Apply time and work management skills to facility service tasks.
		10.4.8	Analyze sales and marketing functions in hospitality and lodging operations.
10.5	Demonstrate practices and skills for travel related services.	10.5.1	Investigate geography, climate, sites, time zones, and political and global influences of various regions and countries.
		10.5.2	Investigate hospitality, lodging, tourism, and recreation customs of various regions and countries.

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		10.5.3	Apply knowledge of food, beverage, and etiquette of various regions and countries to decisions about hospitality, lodging, tourism, and recreation.
		10.5.4	Research regulations and cultural expectations to determine information needed for diverse cliental for domestic and international travel.
		10.5.5	Create travel documents and itineraries, utilizing current technology.
		10.5.6	Analyze travel arrangements using computerized systems.
10.6	Demonstrate management of recreation, leisure, and other programs and events.	10.6.1	Coordinate client inquiries and requests.
		10.6.2	Design themes, timelines, budgets, agendas, and itineraries for specific programs and events.
		10.6.3	Organize resources and information about locations, facilities, suppliers, and vendors for specific services.
		10.6.4	Prepare event materials for distribution.
		10.6.5	Demonstrate skills related to promoting and publicizing events.
		10.6.6	Manage programs and events for specific age groups or diverse populations.
		10.6.7	Promote wellness initiatives through recreation and leisure programs and events.
		10.6.8	Evaluate overall effectiveness of specific events.
		10.6.9	Describe tourism related organizations and agencies and their impact on hospitality, lodging, travel, and recreation operations.

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