

TOWNSHIP OF UNION PUBLIC SCHOOLS



**Business Management
Updated December 18, 2018**

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

Students will be able to describe the history and function of management and understand the importance of effective communication skills. They will learn how businesses define their mission and utilize strategic planning in order to accomplish goals and objectives for the business. They will practice and demonstrate how businesses utilize effective decision making and problem solving skills to accomplish goals and resolve issues. Students will learn how businesses uncover environmental factors that could affect them and how to prepare to be competitive. Various forms of organizational structures will be examined to evaluate how businesses operate efficiently. Comparing and contrasting the different management and leadership styles will also be discussed. Students will also assess financial and operational controls business managers utilize to ensure profitability. Evaluating and motivating employees in order to achieve the business mission and objectives will be examined as will the legal and social responsibilities that businesses encounter. And finally, students will get an understanding of how technology has transformed the workplace and identify the ways that businesses utilize the various forms of technology to remain competitive in a global economy.

Recommended Resources

Ghiller, A.W. *Management Now*. New York, NY: McGraw-Hill Companies, Inc.

EverFi.com – Venture – Entrepreneur computer simulation

The Tip of the Iceberg – Managing the Hidden Forces That Can Make or Break Your Organization By David Hitchens

Shadows of the Neanderthal – Illuminating the Beliefs That Limit Our Organization

<https://www.aeseducation.com/>

<https://www.moneyinstructor.com/buscareer.asp>

<https://knowledgematters.com/blog/high-school-business-teachers>

Curriculum Units

Unit 1: MANAGEMENT/HISTORY

Unit 2: COMMUNICATION

Unit 3: PLANNING AND DECISION MAKING

Unit 4: STRATEGIC PLANNING

Unit 5: GLOBAL MANAGEMENT

Unit 6: LEADERSHIP CULTURE

Unit 7: STAYING LEGAL & ETHICAL

Unit 8: ENTREPRENEURSHIP

Unit 9: SYSTEMS MANAGEMENT

Unit 10: MENTAL MODELS

Pacing Guide

Content	Number of Days
Unit 1: MANAGEMENT/HISTORY	18 Days
Unit 2: COMMUNICATION	18 Days
Unit 3: PLANNING AND DECISION MAKING	18 Days
Unit 4: STRATEGIC PLANNING	18 Days
Unit 5: GLOBAL MANAGEMENT	18 Days
Unit 6: LEADERSHIP CULTURE	18 Days
Unit 7: STAYING LEGAL & ETHICAL	18 Days
Unit 8: ENTREPRENEURSHIP	18 Days
Unit 9: SYSTEMS MANAGEMENT	18 Days
Unit 10: MENTAL MODELS	18 Days

New Jersey Student Learning Standards

21st Century Life and Careers

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Unit One: Management History

	Student Learning Objectives	Resources	NJSLS
1	Define Management	Textbook, Resources Links	9.2.12 9.3.12
2	Identify and explain the levels of management	Textbook, Resources Links	9.2.12 9.3.12
3	Explain the management process.	Textbook, Resources Links	9.2.12 9.3.12
4	Understand the different perspectives of scientific management and the human relations movement.	Textbook, Resources Links	9.2.12 9.3.12

Unit Two: Communication

	Student Learning Objectives	Resources	NJSLS
1	Define Communication	Textbook, Resources Links	9.2.12 9.3.12
2	Explain why effective communication is an important management skill.	Textbook, Resources Links	9.2.12 9.3.12
3	Explain the significance of networking and social media in management communications.	Textbook, Resources Links	9.2.12 9.3.12
4	Understand why it's still possible to communicate poorly.	Textbook, Resources Links	9.2.12 9.3.12
5	Understand the challenges of communication in international business activities.	Textbook, Resources Links	9.2.12 9.3.12

Unit Three: Planning and Decision Making

	Student Learning Objectives	Resources	NJSLS
1	Define planning, and distinguish between formal and functional plans.	Textbook, Resources Links	9.2.12 9.3.12
2	Contrast strategic planning with operational planning.	Textbook, Resources Links	9.2.12 9.3.12
3	Understand different types of objectives.	Textbook, Resources Links	9.2.12 9.3.12
4	Explain how decision making differs from problem solving and compare and contrast rational and intuitive approaches to decision making.	Textbook, Resources Links	9.2.12 9.3.12
5	Explain the decision makers' environment and the conditions for making a decision.	Textbook, Resources Links	9.2.12 9.3.12

Unit Four: Strategic Planning

	Student Learning Objectives	Resources	NJSLS
1	Define strategy, and explain its importance to organizational success.	Textbook, Resources Links	9.2.12 9.3.12
2	Explain the three levels of strategy that exist in an organization.	Textbook, Resources Links	9.2.12 9.3.12
3	Discuss the stages of the strategic management process.	Textbook, Resources Links	9.2.12 9.3.12
4	Define organizational mission, and explain how mission relates to long and short range objectives.	Textbook, Resources Links	9.2.12 9.3.12
5	Explain how strategic alternatives are identified and selected.	Textbook, Resources Links	9.2.12 9.3.12

Unit Five: Global Management

	Student Learning Objectives	Resources	NJSLS
1	Define global management.	Textbook, Resources Links	9.2.12 9.3.12
2	Compare and contrast importing and exporting.	Textbook, Resources Links	9.2.12 9.3.12
3	Explain the advantages and disadvantages of protectionism.	Textbook, Resources Links	9.2.12 9.3.12
4	Discuss the challenges of doing business globally.	Textbook, Resources Links	9.2.12 9.3.12

Unit Six: Leadership Culture

	Student Learning Objectives	Resources	NJSLS
1	Define leadership, power, and authority.	Textbook, Resources Links	9.2.12 9.3.12
2	Discuss leadership as it relates to management.	Textbook, Resources Links	9.2.12 9.3.12
3	Explain leadership attitudes.	Textbook, Resources Links	9.2.12 9.3.12
4	Describe the differences between a Theory X and Theory Y manager.	Textbook, Resources Links	9.2.12 9.3.12
5	Explain the differences between transactional, transformational, and charismatic leadership styles.	Textbook, Resources Links	9.2.12 9.3.12
6	Identify strategies for effectively managing corporate culture.	Textbook, Resources Links	9.2.12 9.3.12

Unit Seven: Staying Legal & Ethical

	Student Learning Objectives	Resources	NJSLS
1	Discuss the legal environment of business.	Textbook, Resources Links	9.2.12 9.3.12
2	Explain the appropriate legislation governing operational and employment practices in a business.	Textbook, Resources Links	9.2.12 9.3.12
3	Discuss an organization's code of ethics.	Textbook, Resources Links	9.2.12 9.3.12
4	Explain an ethical dilemma.	Textbook, Resources Links	9.2.12 9.3.12
5	Classify and measure an organization's social responsibility.	Textbook, Resources Links	9.2.12 9.3.12
6	Understand the steps involved in conducting a social audit.	Textbook, Resources Links	9.2.12 9.3.12

Unit Eight: Entrepreneurship

	Student Learning Objectives	Resources	NJSLS
1	Understand the common characteristics of Entrepreneurs Self-reflect on personal strengths Link personal characteristics with a potential future in entrepreneurship	Textbook, Resources Links, EverFi-Com Computer Simulation	9.2.12 9.3.12
2	Define the internal entrepreneur and external entrepreneur Differentiate between business ideas and business opportunities Identify creative thinking techniques for generating ideas	Textbook, Resources Links, EverFi-Com Computer Simulation	9.2.12 9.3.12
3	Understanding personal strength and weaknesses within the business in order to be able to hire	Textbook, Resources Links, EverFi-Com Computer Simulation	9.2.12 9.3.12

	complementary employees Understand the advantages and disadvantages of hiring employees Think critically about strategic questions to ask when hiring		
4	Define line organization and project organization structures Think critically about which organizational structure would be best for their business and understand that this may change.	Textbook, Resources Links, EverFi-Com Computer Simulation	9.2.12 9.3.12
5	Define financial portion of business Understand the relationship between manufacturer, wholesaler, retailer and service provider Identify the steps to preparing a sales forecast Identify the four parts of a SWOT Analysis	Textbook, Resources Links, EverFi-Com Computer Simulation	9.2.12 9.3.12
6	Define a business pitch and what makes it effective Identify the four parts of a business pitch.	Textbook, Resources Links, EverFi-Com Computer Simulation	9.2.12 9.3.12

Unit Nine: Systems Management

	Student Learning Objectives	Resources	NJSLS
1	What does systems thinking do for organizations?	Textbook, Resources Links, Book: Tip of the Iceberg	9.2.12 9.3.12
2	From a strategic point of view what does systems thinking create	Textbook, Resources Links, Book: Tip of the Iceberg	9.2.12 9.3.12
3	Define System	Textbook, Resources Links, Book: Tip of the Iceberg	9.2.12 9.3.12
4	What do all systems have in common	Textbook, Resources Links, Book: Tip of the Iceberg	9.2.12 9.3.12

Unit Ten: Mental Models

	Student Learning Objectives	Resources	NJSLS
1	Define Metaphor Examine how people perceive and interpret the world Explore the different mental models	Textbook, Resources Links, Book: Shadows of the Neanderthal.	9.2.12 9.3.12
2	What are the implications of the different mental models in the business world Why do mental models limit our organizations What produces change within an organization	Textbook, Resources Links, Book: Shadows of the Neanderthal.	9.2.12 9.3.12
3	How to deal with difficult and threatening problems in our organization The importance of paraphrasing in business The importance of interpreting data within an organization	Textbook, Resources Links, Book: Shadows of the Neanderthal.	9.2.12 9.3.12

Resource Links

<https://www.aeseducation.com/>

<https://www.moneyinstructor.com/buscareer.asp>

<https://knowledgematters.com/blog/high-school-business-teach>

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and

understand how to bring innovation to an organization.

2014 New Jersey Core Curriculum Content Standards - Technology

Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>	
Grade Level bands	Content Statement Students will:	Indicator	Indicator
9-12	Understand and use technology systems.	8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
	Select and use applications effectively and productively.	8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
		8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
		8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
		8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop</i>	

		<i>innovative products and process using technology.</i>	
Grade Level bands	Content Statement Students will:	Indicator	Indicator
9-12		8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>	
Grade Level bands	Content Statement	Indicator	Indicator
9-12		8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>	
Grade Level bands	Content Statement	Indicator	Indicator
9-12	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
	Demonstrate personal responsibility	8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g.,

	for lifelong learning.		hacking) and disclosure, and on dissemination of personal information.
		8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
	Exhibit leadership for digital citizenship.	8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
		8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>	
Grade Level bands	Content Statement	Indicator	Indicator
	Students will:		
9-12	Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.	8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. Process data and report results.	8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		F: Critical thinking, problem solving, and decision making: <i>Students use critical thinking skills to plan</i>	

	<i>and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>		
Grade Level bands	Content Statement Students will:	Indicator	Indicator
9-12	Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions.	8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

2014 New Jersey Core Curriculum Content Standards - Technology

Content Area	Technology		
Standard	8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.		
Strand	A. The Nature of Technology: Creativity and Innovation <i>Technology systems impact every aspect of the world in which we live.</i>		
Grade Level bands	Content Statement Students will be able to understand:	Indicator	Indicator
9-12	The characteristics and scope of technology.	8.2.12.A.1	Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.

	The core concepts of technology.	8.2.12.A.2	Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.
	The relationships among technologies and the connections between technology and other fields of study.	8.2.12.A.3	Research and present information on an existing technological product that has been repurposed for a different function.
Content Area	Technology		
Standard	8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.		
Strand	B. Technology and Society: <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i>		
Grade Level bands	Content Statement Students will be able to understand:	Indicator	Indicator
9-12	The cultural, social, economic and political effects of technology.	8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.
	The effects of technology on the environment.	8.2.12.B.2	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.
	The role of society in the development and use of technology.	8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
	The influence of technology on history.	8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
		8.2.12.B.5	Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a

			technological product, and present the competing viewpoints to peers for review.
Content Area	Technology		
Standard	8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.		
Strand	C. Design: <i>The design process is a systematic approach to solving problems.</i>		
Grade Level bands	Content Statement	Indicator	Indicator
9-12	The attributes of design.	8.2.12.C.1	Explain how open source technologies follow the design process.
		8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
	The application of engineering design.	8.2.12.C.3	Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).
		8.2.12.C.4	Explain and identify interdependent systems and their functions.
		8.2.12.C.5	Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	8.2.12.C.6	Research an existing product, reverse engineer and redesign it to improve form and function.
		8.2.12.C.7	Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.
Content Area	Technology		
Standard	8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.		
Strand	D. Abilities for a Technological World: <i>The designed world is the product of a design process that provides</i>		

		<i>the means to convert resources into products and systems.</i>	
Grade Level bands	Content Statement Students will understand how to:	Indicator	Indicator
9-12	Apply the design process.	8.2.12.D.1	Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.
		8.2.12.D.2	Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.
	Use and maintain technological products and systems.	8.2.12.D.3	Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.
	Assess the impact of products and systems.	8.2.12.D.4	Assess the impacts of emerging technologies on developing countries.
		8.2.12.D.5	Explain how material processing impacts the quality of engineered and fabricated products.
		8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.
Content Area	Technology		
Standard	8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.		
Strand	E. Computational Thinking: Programming: <i>Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.</i>		
Grade Level bands	Content Statement Students will be able to understand:	Indicator	Indicator

9-12	Computational thinking and computer programming as tools used in design and engineering.	8.2.12.E.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.
		8.2.12.E.2	Analyze the relationships between internal and external computer components.
		8.2.12.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
		8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

Suggested Activities/Modifications

Below are a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to:

1. Activities:

knowledgematters.com

moneyinstructor.com

2. English Language Learners:

- a. Read written instructions
- b. Students may be provided with note organizers/study guides to reinforce key topics.
- c. Model and provide examples
- d. Extended time on assessments when needed.
- e. Establish a non-verbal cue to redirect student when not on task.
- f. Students may use a bilingual dictionary.
- g. Pair Visual Prompts with Verbal Presentations
- h. Highlight Key Words & Phrases

3. Special Education/504 Students:

- a. Students may be provided with note organizers / study guides to reinforce key topics.
- b. Extended time on assessments when needed.
- c. Preferred seating to be determined by student and teacher.
- d. Provide modified assessments when necessary.
- e. Student may complete assessments in alternate setting when requested.
- f. Establish a non-verbal cue to redirect student when not on task.
- g. Maintain strong teacher / parent communication.
- h. Repetition and practice
- i. Pair Visual Prompts with Verbal Presentations
- j. Check Use of Agenda

4. Gifted and Talented Students:

- a. Use of Higher Level Questioning Techniques
- b. Extension/Challenge Questions
- c. Provide Assessments at a Higher Level of Thinking

Interdisciplinary Connections/Global Perspective:

Content Workplace Readiness Skills/Standards as directed by the Core Curriculum Content Standards are infused into the curriculum.

English: Written reports & projects