



Roselle Public Schools

Roselle Public Schools



Career and Technical Education Curriculum

2015 - 2016

General Business

(level 1)



Roselle Public Schools

Mission

The Roselle Public School District is committed to and will prepare ALL of our students for college, work, and life. We will provide a safe, clean, positive and supportive learning environment in which ALL students can successfully develop socially, emotionally and academically into lifelong learners and responsible, productive citizens. We will continually strengthen and align our curriculum with state, national and international standards that are engaging, rigorous, relevant, and implemented consistently. We will ensure that all students, parents, staff, and community members are respected and informed in our family friendly schools. We will strive to motivate all of our students through various innovative instructional strategies, methods and techniques. Utilizing students' skills, talents, and unique abilities, we will prepare them to meet the demands of an ever changing competitive 21st Century global society.

Vision

To prepare ALL our students for college, work and life in high achieving Roselle Public Schools.

Core Beliefs

- High Academic Achievement is a priority.
- Continuous improvement is essential.
- Learning is a lifelong process.
- Students, staff, parents and community members are partners in education and all have a personal responsibility in the educational process.
- Every school in Roselle can be a high performing school.
- Curriculum and instruction must foster 21st Century skills.
- Our schools must be clean, safe, orderly, welcoming and nurturing environments where all students and staff can focus on and engage in the process of teaching and learning.
- All children have skills, talents and unique abilities.
- Children are our greatest resource and the key to our global future.
- All children can learn and shall be provided equitable opportunities for a quality, relevant education.
- Preparing our students for college, work and life is a priority.
- Our students deserve and have a right to high quality effective Principals and Teachers.



21st Century Skills

LEARNING & INNOVATION	INFORMATION, MEDIA & TECHNOLOGY SKILLS	LIFE & CAREER SKILLS
<p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input type="checkbox"/> Make Judgments and Decisions <input type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate Clearly <input type="checkbox"/> Collaborate with Others 	<p>Information Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access and /evaluate Information <input type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products <p>Information, Communications and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply Technology Effectively 	<p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapt to Change <input type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Goals and Time <input type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interact Effectively with Others <input type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Projects <input type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others



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



STANDARDS

Career Cluster 9.3. BUSINESS MANAGEMENT AND ADMINISTRATION (BM)	
Number	Standard Statement
By the end of Grade 12, Career and Technical Education Program completers will be able to:	
9.3.12.BM.1	Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
9.3.12.BM.2	Describe laws, rules and regulations as they apply to effective business operations.
9.3.12.BM.3	Explore, develop and apply strategies for ensuring a successful business career.
9.3.12.BM.4	Identify, demonstrate and implement solutions in managing effective business customer relationships.
9.3.12.BM.5	Implement systems, strategies and techniques used to manage information in a business.
9.3.12.BM.6	Implement, monitor and evaluate business processes to ensure efficiency and quality results.



Pathway	GENERAL MANAGEMENT (BM-MGT) - Standards
9.3.21.BM-MGT.1	Describe and follow laws and regulations affecting business operations and transactions.
9.3.21.BM-MGT.2	Access, evaluate and disseminate information for business decision-making.
9.3.21.BM-MGT.3	Apply economic concepts fundamental to global business operations.
9.3.21.BM-MGT.4	Employ and manage techniques, strategies and systems to enhance business relationships.
9.3.21.BM-MGT.5	Plan, monitor, manage and maintain the use of financial resources to ensure a business' financial wellbeing.
9.3.21.BM-MGT.6	Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
9.3.21.BM-MGT.7	Plan, organize and manage an organization/department to achieve business goals.
9.3.21.BM-MGT.8	Create strategic plans used to manage business growth, profit and goals.



GUIDELINES FOR ADAPTING INSTRUCTIONAL MATERIALS FOR STUDENTS WITH DISABILITIES AND STUDENTS AT RISK

Problem	Adaptation / Strategies
Enlarge Print	
Visual Perception, Visual Skills for Reading Behavior	<ul style="list-style-type: none"> • Retype materials on primary typewriter • Utilize individual magnifying glasses • Project material on wall using opaque projector • Enlarge font within document
Reduce Distraction on Page	
Visual Perception, Visual Skills in Reading, Spelling, Computation, Behavior, Arithmetic Readiness, Problem Solving	<ul style="list-style-type: none"> • Reduce problems or items on page • Frame specific items on page • Cover area on page to reduce items
Enlarge Space In Which Student Responds	
Visual Perception, Handwriting, Motor, Behavior	<ul style="list-style-type: none"> • Provide separate answer sheet with space for response • Provide blackboard/whiteboard for written response
Color Code Material	
Visual Skills in Reading, Reading Comprehension, Spelling, Memory, Perception, Problem Solving, Computation, Behavior	<ul style="list-style-type: none"> • Color code topic sentence in reading test and supporting sentences in another color • Color code directions, examples, and problems in different colors • Color code math symbols (= + - x) for easy recognition
Utilize Arrows for Directionality	
Visual Perception, Visual Skills in Reading, Spelling, Handwriting, Motor, Perception, Arithmetic Readiness, Computation, Behavior	<ul style="list-style-type: none"> • Provide arrows as cues for following obstacle course • Utilize arrows to indicate direction of math operations on number line • Provide arrows at top of worksheet or tape on desk as a reminder of left to right progression in reading or writing
Modify Vocabulary	
Reading Comprehension, Inner Language, Receptive Language, Problem Solving, Behavior	<ul style="list-style-type: none"> • Rewrite directions in workbook • Provide vocabulary list with synonyms or simplified directions • Instructor gives information or directions in simplified terms
Tape Record Material	
Reading Comprehension, Auditory Skills in Reading, Auditory Perception, Receptive Language, Memory, Problem Solving, Behavior, Arithmetic Readiness, Computation	<ul style="list-style-type: none"> • Record directions for learner to refer to • Record test; verbal or written learner response • Record passage; learner follows written text



Course Description

Students in General Business will be introduced to the world of business and prepared for the economic roles of consumer, worker, and citizen.

The content may include a study of the business environment and strategies for creating, financing, marketing and managing a business.

This course will also serve as a background (level I) of all Business Programs you join:

- Banking and Financial Support Services
- Marketing/ Advertisement
- General Business Administration & Management

Associated Job Titles	Median National Salary
Chief Executives	\$168,140
General and Operations	\$95,440
Financial Managers	\$109,740
Budget Analysts	\$69,280

Associated Job Titles	Median National Salary
Credit Analyst	\$61,080
Financial Analyst	\$76,950
Personal Financial Manager	\$67,520
Loan Officers	\$59,820



Scope and Sequence

Units
Unit 1: Introduction to Business
Unit 2: Communication and Interpersonal Skills
Unit 3: Professional Development
Unit 4: Economics
Unit 5: Business, Management, and Entrepreneurship



General Business

Unit 1: Introduction to Business

Competency 1: Identify school and program policies and procedures. ^(DOK1)

Suggested Enduring Understandings

1. Rules exist for the safety and benefit of everyone.
2. School and program policies, procedures, and expectations reflect the standards of industry.

Suggested Essential Questions

1. What are the rules for the local school, and how do they benefit students?
2. How do school and program policies, procedures, and expectations mirror those found in industry?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Preview the school handbook and all safety procedures for the classroom level and building level. ^(DOK1)	<p>a. Have students analyze various case studies or scenarios that describe various hazardous situations.</p> <p>Have students brainstorm possible solutions and discuss basic first-aid procedures for handling each scenario.</p> <p>Have a guest speaker from the local fire department come and discuss fire extinguisher safety and basic first-aid techniques.</p>	<p>a. Assess student knowledge of hazardous situations using the Case Study Assessment Rubric, class participation, and brainstorming session results.</p> <p>Assess student knowledge of basic safety and first-aid procedures by administering a safety test and allowing the students to rate the speaker using the guest speaker evaluation form.</p>

CCSS.ELA-LITERACY.RI.9-10.2

Determine a **central idea** of a text and **analyze** its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.



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Competency 2: Discuss the purpose of the course. ^(DOK1)

Suggested Enduring Understandings

1. Student and course expectations must be met in order to receive credit for the course.
2. Career and Technical Education Student Organizations (CTESOs) are a vital part of our curriculum, and they provide opportunities for career development.

Suggested Essential Questions

1. What are the student and course expectations?
2. How can CTESOs benefit students?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify student and course expectations. ^(DOK1)	a. Review course units and objectives to be mastered. Show students the various textbooks that will be used throughout the teaching of this course. Have the students complete a scavenger hunt of textbook items such as “What page does Chapter 11 begin on?” and “What is the name of Chapter 1?” Pass out course syllabus and grading policy to students. Discuss and answer any questions about the handouts. Discuss classroom equipment and log-in procedures for computers.	a. Assess student understanding by observing contributions to class discussions and participation in activities. Evaluate student understanding of how to use a textbook by grading the scavenger hunt. Check student notebooks for handouts of syllabus and grading policies. Assess student knowledge of proper equipment usage and proper log-in procedures by observing them as they complete these tasks.



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| <p>b. Explore student organizations and their roles in individual career development. ^(DOK1)</p> | <p>b. Describe the CTESOs associated with the program, and provide an overview of trips, competitive events, leadership activities, and community service projects that students will have the opportunity to participate in through this course.</p> <p>Have students research and explore the CTESO Web site and complete a teacher-created question-and-answer, fill-in-the-blank, or Webquest or develop a slide presentation, brochure, or display that includes but is not limited to the motto, creed, emblem, colors, theme, and history of the organization. Also, have students research which famous or successful people were part of the organization.</p> <p>Discuss with students the election process used in the CTESO; compare and contrast this process with the processes used for local, state, and national elections. Emphasize the importance of participating in elections as a part of good citizenship. Also, have students participate in local officer elections modeled after the election process.</p> <p>Have each student select and participate in a competitive event appropriate to his or her skills, aptitudes, and abilities.</p> | <p>b. Administer a written test on CTESO of choice to assess student understanding.</p> <p>Assess completed Webquest answers, brochure, slide presentation, or display using various rubrics and/or checklists.</p> <p>Assess student understanding by observing student participation in the campaign and election process.</p> <p>Observe the students as they participate in competitive events. Assess their performance based on their test and role-play scores from competition.</p> |
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Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Conventions of Standard English:

CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Technical subjects

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RST.9-10.9

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.



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Competency 3: Implement Green Business Practices. (DOK3, BC1)

Suggested Enduring Understandings

1. Green Business Practices are important in today's society.
2. The Financial Implications of Green Business Practices can have both advantages and disadvantages.
3. It is important for us to practice Green Business Practices in our daily lives.

Suggested Essential Questions

1. What are Green Business Practices?
2. What are the advantages and disadvantages of the financial implications of Green Business Practices?
3. How can we implement Green Business Practices in our daily lives?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Discuss the importance of Green Business Practices. <small>(DOK1)</small></p>	<p>a. Review an article on Green Business Practices, and discuss some good practices that we could all participate in at home and at school.</p> <p>Have students use the Internet to research various "Green Topics" such as ozone-safe products, recycling efforts, solar energy, water conservations, pollution, and so forth. Have students write a paper or create an electronic slide presentation teaching the class about their findings.</p> <p>Have students use the Internet to research various government Web sites to learn what they are doing to improve our Green Business Practices (Ex. Environmental Protection Agency, Better Business Bureau, Waste Management Web sites, fundingfactory.com, earth911.com, HGTV.com, etc.) and either write a paper or create an electronic slide presentation.</p> <p>Have students participate in a class debate about the various Green Business Practices and where they stand on each practice.</p> <p>Have students watch various videos on global warming, pollution, recycling, solar energy, water conservation, and so forth.</p>	<p>a. Assess student performance by grading their completed article review by students.</p> <p>Assess student knowledge by using the written paper rubric or Electronic Slide Presentation Rubric.</p> <p>Assess student knowledge by using the written paper rubric or Electronic Slide Presentation Rubric.</p> <p>Assess student performance using the Debate Rubric and observing participation in class.</p> <p>Assess student performance by administering a pop quiz on the videos.</p>
<p>b. Discuss the financial implications of Green Business Practices. <small>(DOK2)</small></p>	<p>b. Have students read various articles on the financial implications of green business practices (pros and cons).</p> <p>Brainstorm ways that businesses can save money by recycling and practicing Green Business Practices.</p>	<p>b. Assess student performance by using the Article Review sheet or question/answer sheet on article of choice.</p> <p>Assess students by observing their participation and contribution to the class.</p>



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	Have students use the Internet to research the financial implications of Green Business Practices and what costs businesses more money and what saves them more money.	Assess student performance by evaluating the student research results (facts and figures).
	Have students create a Venn diagram showing the pros, cons, and shared traits of using Green Business Practices.	Assess student performance by observing Completed Venn Diagram.
c. Implement Green Business Practices in the classroom. (DOK3)	c. Have students brainstorm ways that the class can improve our "Green" practices at school and home. Have students design and implement a recycling program at school to include the following possible categories: toner cartridges, cell phones, eyeglasses, glass bottles, plastic bottles, batteries, newspapers, and so forth.	c. Assess student performance by observing class participation and contributions. Assess student performance by observing the outcome of the implemented recycling program at our school.

CCSS.ELA-LITERACY.RI.9-10.2

Determine a **central idea** of a text and **analyze** its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.3

Analyze how the author unfolds an analysis or **series of ideas** or events, including the **order** in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate **multiple sources of information** presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.



Unit 2: Communication and Interpersonal Skills

Competency 1: Apply the fundamentals of communication. (DOK2, BC2)

Suggested Enduring Understandings

1. It is necessary to understand the importance of effective written and oral communications, listening skills, and overcoming communication barriers.
2. Verbal and nonverbal communication techniques are essential in the business environment.
3. Businesspeople should recognize and implement proper telephone techniques.
4. Oral presentations may be used to inform, persuade, or entertain an audience.
5. Netiquette is the proper method used for electronic communication.

Suggested Essential Questions

1. Why is it important to have effective communication and interpersonal skills and an understanding of how to overcome communication barriers?
2. How are verbal and nonverbal communication techniques used in the office environment?
3. What are proper telephone techniques?
4. What are the differences among informational, persuasive, and entertaining presentations?
5. What is netiquette, and how is it beneficial for communicating electronically?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss elements of effective written and oral communications, listening skills, and communication barriers. <small>(DOK1)</small>	a. Demonstrate the importance of giving accurate instructions by having students participate in the following communications activity. Give one student a simple drawing. Have this student give verbal instructions to another student who will attempt to reproduce the drawing. Have students listen to an audiotape of a simple story and answer a related questionnaire after they have heard the story. Review the questions with the class to determine listening skills.	a. At the end of the unit, have students complete the reflection journal to review learned concepts. Evaluate student responses to the Listening Skills Questionnaire.
b. Demonstrate effective verbal and nonverbal communication principles. <small>(DOK2)</small>	b. Use technology to present information from http://www.mindtools.com/CommSkill/CommunicationIntro.htm . Have students complete the communications style inventory at http://occonline.occ.cccd.edu/online/kelee/CommunicationsStyleInventory.pdf . Discuss how workplace personalities interact. Have students discuss various workplace scenarios in small groups. Have each group discuss its scenario with the class.	b. Evaluate student performance by using the presentation rubric. Assess student understanding by observing contributions to class discussions and participation in activities and assignments. To ensure mastery, provide opportunities for them to review their work and make revisions.
c. Demonstrate use of proper telephone	c. Lead a class discussion about telephone voice quality and proper business telephone procedures. Have students use PodProducer or	c. Use the student-developed checklist to evaluate voice recording.



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techniques. (DOK2)	other pod producing software (http://www.podproducer.net/?page_id=5) to record their voices with a telephone greeting for a business. Students should use a greeting, say the name of the business, and offer assistance. Lead the class in developing a checklist to evaluate business telephone techniques. Have students use the checklist to evaluate the voice recordings of two of their peers	
d. Deliver oral presentations to inform, persuade, and entertain. (DOK2)	d. Explain and demonstrate the three types of presentations. Have students develop and deliver an oral presentation using one of the following types: informative, persuasive, and entertaining.	d. Use the Presentation Assessment Rubric to evaluate oral presentations.
e. Demonstrate appropriate etiquette for electronic communication. (DOK2)	<p>e. Explain the meaning of netiquette, and demonstrate how it is used during electronic communication.</p> <p>Have students implement netiquette while communicating electronically. Use information from http://www.albion.com/netiquette/ to identify proper uses of netiquette.</p> <p>Show students video clips about Internet safety for teens.</p> <p>Have students use the jigsaw method (http://www.jigsaw.org/overview.htm) to present Internet safety information. Divide students into groups of four. Have each group visit http://www.getnetwise.org/ to research one of the following topics:</p> <ul style="list-style-type: none"> o Keeping children safe online o Stopping unwanted e-mail and spam o Protecting your computer from hackers and viruses o Keeping your personal information private <p>After research is complete, assign each group one of the topics, and have that group teach the class about that topic.</p>	<p>e. Assess student understanding by observing contributions to class discussions and participation in activities and assignments.</p> <p>Evaluate student performance by observation or a teacher made netiquette checklist.</p> <p>Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Assess each student's safety knowledge using the group work assessment rubric and presentation assessment rubric.</p>

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.B



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Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Competency 2: Demonstrate interpersonal skills that contribute to positive work relationships. (DOK2, BC3, BC5)

Suggested Enduring Understandings

1. Teamwork skills must be implemented in order to create positive work relationships.
2. Human relations skills including attitudes, behaviors, manners, courtesies, and handling criticism are necessary for a positive working environment.

Suggested Essential Questions

1. What are teamwork skills, and how are they beneficial?
2. How do proper human relations skills contribute to developing positive work relationships?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Demonstrate teamwork skills. <small>(DOK1)</small>	a. Use information from http://www.ndt-ed.org/TeachingResources/ClassroomTips/Teamwork.htm to describe and demonstrate teamwork skills. Explain the benefits of teamwork and how they contribute to a positive working environment.	a. Assess student understanding by observing contributions to class discussions and participation in activities and assignments.
b. Develop skills needed to maintain effective working relationships. <small>(DOK2)</small>	b. Describe human relations skills in the workplace including attitude, behavior, common manners and courtesies, and accepting criticism. Have students role-play to identify improper human relations skills including attitudes, behaviors, manners and courtesies, and ways of handling criticism.	b. Use the Role-Play or Skit Assessment Rubric to evaluate skits and role-plays for student understanding of proper human relations skills.

Competency 3: Demonstrate the ability to interact and handle conflict in the business environment. (DOK 2, BC3, BC5)

Suggested Enduring Understandings

1. In order to properly solve customer issues, effective customer service skills must be implemented.
2. Problem-solving and negotiation skills are necessary for

Suggested Essential Questions

1. What are effective customer service skills?
2. What are the problem-solving steps, and how are negotiation skills used to handle conflict?



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handling conflict in the business environment.

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Demonstrate the use of proper procedures for solving customer issues using effective customer service skills. ^(DOK2)</p>	<p>a. Ask students, "Have you ever had a bad experience with a customer service person?" Have students brainstorm positive characteristics and prepare a written report of an effective customer service representative.</p> <p>Use information and scenarios from http://spot.pcc.edu/~rjacobs/career/resolving_workplace_problems.htm#How%20to%20Deal%20with%20Difficult%20Customers to demonstrate how to deal with difficult customers. Have students enact the scenarios from the Web site.</p> <p>Use information from http://money.howstuffworks.com/customer-service.htm to discuss the characteristics of an effective customer service representative. Have students work in teams to write scenarios to demonstrate effective and ineffective customer service techniques. Have students role-play the scenarios.</p>	<p>a. Use the Written Report Assessment to evaluate the written report for student understanding of an effective customer service representative.</p> <p>Use the Role-Play or Skit Assessment Rubric to evaluate skits and role-plays for student understanding of appropriate ways to deal with difficult customers using customer service techniques.</p> <p>Use the Role-Play or Skit Assessment Rubric to evaluate skits and role-plays for student understanding of appropriate ways to deal with difficult customers using customer service techniques.</p>

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.RST.9-10.9

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.



Unit 3: Professional Development

Competency 1: Research career opportunities and employment skills. (DOK2, BC12)

Suggested Enduring Understandings

1. Certain criteria are essential for self-development.
2. A variety of business career opportunities is available.
3. Certain business documents such as a resume, letter of application, and so forth are needed when applying for a job.
4. Appropriate interview skills are needed when obtaining a job in the business environment.

Suggested Essential Questions

1. What criteria are necessary for self-development?
2. What business career opportunities are available?
3. What business documents are needed when applying for a job?
4. What interview skills are needed to obtain a job in the business environment?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Apply criteria for self-development. <small>(DOK1)</small>	<p>a. Define self-esteem, self-concept, personality, and personal appearance.</p> <p>Determine the students' personal skills and interests using personal interest surveys found on the Web.</p> <p>Use a multiple learning styles inventory to determine students' learning styles and interests.</p> <p>Assess students' reading, writing, and math skills.</p> <p>Using the Internet, investigate time management concepts and techniques. Explain guidelines to follow in prioritizing and scheduling activities.</p>	<p>a. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Evaluate student participation by using a teacher created checklist for the interest survey, learning style inventory, and educational skills.</p> <p>Evaluate the research looking for content and correctness using a checklist.</p>
b. Explore career opportunities in business. <small>(DOK2)</small>	<p>b. Have students use the online Occupational Outlook Handbook (http://www.bls.gov/oco/) to research salary and educational requirements and create a PowerPoint presentation.</p> <p>Have students to use the Internet or newspapers to search for a job for which they are qualified and make a presentation to the class.</p> <p>Have a local business owner speak to the class about qualities that an employer looks for in an applicant.</p>	<p>b. Evaluate career presentation using the Presentation Assessment Rubric.</p> <p>Evaluate presentations with the Presentation Assessment Rubric.</p> <p>Check student participation by observation.</p>



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Have students assess the presentation and write a summary of what they learned using the Guest Speaker Evaluation Form.

Evaluate the summary included on the Guest Speaker Evaluation Form to ensure that relevant points presented by the guest speaker are included.

c. Create an application letter, a resume, a follow-up letter, and a letter of resignation. ^(DOK2)	c. Use technology to show students exemplary and poor-quality examples of resumes, cover letters, and follow-up letters. Have students identify errors in the examples.	c. Evaluate document using the Business Letter Assessment Rubric, Resume Assessment Rubric, and Portfolio Evaluation Checklist.
	Have students create an electronic career portfolio to include an application letter, a resume, a follow-up letter, and a letter of resignation.	
d. Demonstrate appropriate interview skills. ^(DOK2)	d. Discuss appropriate interview techniques, and have students participate in mock interviews.	d. Evaluate interviews using the Interview Assessment Rubric.
	e. Have students prepare and send follow-up letters to mock interviewers. Discuss proper procedures for resigning from a position.	Evaluate letters using the Business Letter Assessment Rubric.
		Evaluate student understanding by observation.

CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate **multiple sources of information** presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.1.B

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CCSS.ELA-LITERACY.L.9-10.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.9-10.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).



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Competency 2: Demonstrate appropriate workplace ethics. (DOK2, BC5)

Suggested Enduring Understandings

1. Proper behaviors are necessary for businesspeople to be ethical and successful in the workplace.
2. Privacy issues and safeguarding information are very important in the business work environment.
3. Sexual harassment and hostile work environments exist in the workplace.
4. Ethical behavior and communication are essential in the business work environment; in addition, unethical behavior has consequences.

Suggested Essential Questions

1. What are the proper behaviors for businesspeople in the workplace?
2. Why are privacy issues and safeguarding information so important in the business work environment?
3. What types of sexual harassment and hostile work environments exist in the workplace?
4. Do ethical and unethical behaviors have rewards and consequences in the work environment?



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Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Critique the behavior of entrepreneurs, businesses, and/or managers to determine whether their actions and decisions are ethical. ^(DOK2)</p>	<p>a. Use the scenarios at http://inc.com/multimedia/slideshows/content/the-biggest-ceo-blunders_pagen_1.html to discuss unethical conduct of CEOs and possible consequences of their misbehavior.</p> <p>Have students use the Internet to research additional information related to the executive of their choice and then write a narrative from the perspective of a person who was affected by the actions of the executive they chose.</p> <p>Discuss the cases of business executives accused of unethical conduct and the consequences of their conduct.</p> <p>Have each student use the Internet to research and prepare a written report on unethical activities performed recently by large companies and the impact on employees and customers.</p>	<p>a. Evaluate student posters using the Poster Assessment Rubric.</p> <p>Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Evaluate student understanding by asking questions to ensure that students understand the crime committed by the executive and how the crime affected other people.</p> <p>Use the Written Report Rubric to assess student reports.</p>
<p>b. Discuss privacy issues and safeguarding information in the business environment. ^(DOK1)</p>	<p>b. Ask students, “Do you know someone who has been a victim of identity theft?” Use their responses to lead a class discussion of the importance of safeguarding personal information collected from others in the course of transacting business. Profiles of identity theft victims are available at http://www.privacyrights.org/.</p> <p>An alternate activity could be to present a profile from the site and ask, “How would you respond if this happened to you?” or “What could you do to prevent this from happening to you?”⁴</p> <p>Present information related to identity theft from http://money.howstuffworks.com/identity-theft.htm. Have students work in teams to create a poster presenting information from the site.</p> <p>Use information available at http://www.privacyrights.org/ to discuss privacy issues related to identity theft, background checks, finances, using the Internet, medical records, telecommunication and telephone communications, and public and government records. Have students use the information available at this site to prepare a two-page report that describes the issue and presents ways the issue can be prevented or resolved.</p>	<p>b. Ask questions to ensure that students understand the crime committed by the executive and how the crime affected other people.</p> <p>Use the Presentation Assessment Rubric to assess student presentations.</p> <p>Use the Written Report Assessment Rubric to assess student reports.</p>



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c. Explain concepts of sexual harassment and a hostile work environment. (DOK2)	c. Discuss the different types of sexual harassment, and identify the different characteristics of a hostile work environment. Research an article in the news that deals with sexual harassment in the workplace. Write a summary of the article, and discuss the type of sexual harassment that was demonstrated and the consequences.	c. Assess student understanding by observing contributions to class discussions and participation in activities. To assess student work, use the Written Report Assessment Rubric.
d. Discuss ethical ways of communicating and the consequences of unethical conduct. (DOK1)	d. Lead the class in a discussion of ethical work habits. Present scenarios that demonstrate ethical and unethical work habits, and have students critique them. Lead a class discussion in which you define ethics and etiquette as well as related terms, and discuss their importance in the workplace. Include honesty, confidentiality, integrity, punctuality, commitment, accountability, dependability, creativity, empathy, initiative, assertiveness, cooperation, willingness to learn, and proper notice of resignation	d. Observe as students critique scenarios related to work habits. Ask questions to ensure that students understand the crime committed by the executive and how the crime affected other people.
e. Explain the employee's role in expense control. (DOK1)	e. Discuss different ways that an employee affects expenses of a business including time spent on task, and working efficiently and effectively. Students will discuss what they feel is their role in expense control.	e. Assess student understanding by observing contributions to class discussions and participation in activities.
f. Discuss the role of ethics in operations. (DOK2)	f. Discuss ethical issues related to spamming, business e-mail, use of nonbusiness Web sites for personal use, and the appropriate use of the Internet. Have students use the Internet to search for current articles and/or case studies related to business ethics. Have them prepare and present a report and an electronic slide presentation of their findings.	f. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard. Evaluate research for content and appearance.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.



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CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Competency 3: Demonstrate appropriate business etiquette skills. ^(DOK2)

Suggested Enduring Understandings

1. Understanding the appropriate greetings and introductions is important in the business work environment.
2. Proper table etiquette is essential to know and demonstrate in a business setting.
3. Business etiquette procedures are different across the globe.

Suggested Essential Questions

1. What are the appropriate greetings and introductions in business etiquette?
2. What are the proper dining etiquette procedures in a business setting?
3. How does business etiquette differ in other countries in comparison to the U.S.?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Demonstrate appropriate greetings and introductions. ^(DOK2)	a. Discuss and demonstrate proper business etiquette, i.e., proper introduction, handshake, and posture. Have students role-play proper business etiquette procedures.	a. Ask questions to ensure that students understand the business etiquette. Evaluate students by using the Role-Play or Skit Assessment Rubric.
b. Demonstrate appropriate table etiquette in a business setting. ^(DOK2)	b. Demonstrate the proper procedures for dining etiquette, i.e., position of utensils, placing napkins, tipping, and so forth. Have students create a poster and identify the names and positions of the dining utensils. Define proper etiquette terms such as entrée, appetizer, a la mode, and so forth, and have students create a crossword puzzle using the terms.	b. Ask questions to ensure that students understand proper dining etiquette. Evaluate students by using the Poster Assessment Rubric. Use peer review to assess student-created crossword puzzles.
c. Compare and contrast international business etiquette strategies. ^(DOK2)	c. Have students research and present business etiquette for various countries. Students could each be assigned a particular country to research using the Internet and then prepare a poster or presentation outlining etiquette skills in their assigned country. In small groups, students could compare the etiquette skills that they researched to American business etiquette practices.	c. Evaluate student presentations using the Presentation Rubric.

CCSS.ELA-LITERACY.SL.9-10.1.B

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.



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CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



Unit 4: Economics

Competency 1: Apply basic economic concepts. (DOK2, BC4, EC1)

Suggested Enduring Understandings

1. The interaction of supply and demand affect equilibrium price.
2. Microeconomics and macroeconomics have a direct relationship.
3. Supply and demand have an effect on each other.

Suggested Essential Questions

1. How do supply and demand affect equilibrium price?
2. What is the relationship between microeconomics and macroeconomics?
3. How does demand affect supply?

Suggested Performance Indicators

- a. Define terms and concepts related to economics. (DOK1)

Suggested Teaching Strategies

- a. Have students use the Internet to define basic economic terminology to include the following: opportunity cost, trade-offs, productivity, inflation, deflation, monopoly, free enterprise, oligopoly, conglomerate, goods, services, resources, factors of production, infrastructure, land, labor, capital, entrepreneurship, scarcity, utility, traditional economy, market economy, command economy, mixed economy, capitalism, communism, socialism, economies in transition, productivity, gross domestic product, gross national product, inflation, consumer price index, producer price index, unemployment rate, business cycle, expansion, recession, depression, recovery, prosperity, supply, demand, tangible goods/intangible services, durable goods and non-durable goods/staple goods, and impulse items.

Lead a classroom discussion of land, labor, capital, and entrepreneurship. Have students use the Internet to find examples of each resource and why we need each and how we use each type to meet the needs of the consumer. Have students use the Blackboard discussion board to continue their discussion.

Use the Virtual Economics CD to search for economic resources. Use the publication *Economics and the Environment: Ecodetectives*. Use Lesson 10, "Why Drive When You Can Ride?" This is a good way to teach the concept of a cost/benefit analysis and the use of economic resources.

Students will design and create a project titled "Types of Goods and Services." Students will use the computer to locate graphics, which will be inserted into a document to illustrate the items that are marketed to include five tangible goods, five intangible services, five durable goods, and five nondurable goods. The result will be that students will apply information discussed on items that are marketed to actual products/services in

Suggested Assessment Strategies

- a. Assess student understanding by observing contributions to class discussions and participation in activities.

Assess student understanding by using a teacher-developed discussion board rubric.

Assess student understanding by observation.

Use the Presentation Assessment Rubric to assess student work and



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	today's marketplace.	understanding.		
b.	Construct and graph supply and demand schedules. (DOK2)	Use the Blackboard Web site for the electronic slide presentation for supply and demand from Baseline Communications and the Marketopolis Island activity. Students will chart the supply and demand curve based on the data given in the activity.	b.	Assess student participation using the Presentation Rubric.
c.	Describe how the laws of supply and demand interact. (DOK1)	Use the Virtual Economics CD or other resources to locate supply and demand activities.	c.	Assess student understanding by observing contributions to class discussions and participation in activities.
d.	Analyze the importance of imports and exports. (DOK1)	Define imports, exports, barter, trade, embargo, international trade, domestic trade, tariff, and balance of trade. Use the Virtual Economics CD or other resources to locate lesson plans and games for the concept of imports and exports.	d.	Use the teacher-created crossword puzzle to test on vocabulary words. Assess student understanding by observation.
e.	Compare the relationship of microeconomics and macroeconomics. (DOK2)	Using the lesson plans on the Virtual Economics CD or other resource, teach the concepts of microeconomics and macroeconomics. Have students create songs or poems reflecting their ideas of one of the concepts to share with the class.	e.	Use the Presentation Assessment Rubric to evaluate student understanding.



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f. Discuss production and production activities. (DOK1)	f. Define the term “production,” the process of creating, expanding, manufacturing, mass production, or improving on goods and services. Students will classify production activities including growing, extracting, and manufacturing.	f. Assess student understanding by observing class discussions and participation in activities. Assess students’ knowledge through a summative assessment using a classroom response system and/or Blackboard.
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CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.RI.9-10.8

Delineate and **evaluate the argument** and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCSS.ELA-LITERACY.SL.9-10.1.C

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate **multiple sources of information** presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.9-10.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

CCSS.ELA-LITERACY.L.9-10.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).



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Competency 2: Examine the characteristics of economic systems, and discuss the relationships among them. (DOK2, BC4, EC3)

Suggested Enduring Understandings

1. There are many types of economic systems.
2. Economic freedom is not available in all areas of the world.
3. Organized labor can be a benefit or deterrent to economic growth.
4. Global economic systems are different from those in the United States.
5. The stock market and its activities play a major role in the economic wellness of our country.
6. The American Banking System contributes to the stability of our economy.

Suggested Essential Questions

1. What types of economic systems exist in our society?
2. What is economic freedom, and why is it important to you?
3. How does organized labor affect the economy in the United States?
4. How do global economic systems differ from those in the United States?
5. What is the importance of the stock market in our economy?
6. Why is it important for the American Banking System to remain stable for our economy?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Compare the types of economic systems. (DOK1)	a. Describe the types of economic systems to include market economy, command economy, mixed economy, and traditional economy. Create a Blackboard discussion forum to continue class discussion.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Discuss the meaning of economic freedom and its essential elements. (DOK1)	b. Use the Virtual Economics CD's Lesson 5, "Economic Freedom: How Important Is It?" from <i>Middle School World Geography: Focus on Economics</i> to review the importance of basic economic freedoms; the Virtual Economics CD's Lesson 8, "Ideas That Changed the World," from <i>Middle School World Geography: Focus on Economics</i> to review the productivity and its connection to the standard of living; and the Virtual Economics CD's Lesson 4, "How to Privatize" from <i>From Plan to Market: Teaching Ideas for Social Studies, Economics, and Business Classes</i> to review privatization.	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Discuss the role of organized labor on the United States economy. (DOK2)	c. Use the Internet to define essential terms in organized labor and business to include labor union, right-to-work law, collective bargaining mediator, binding arbitration, and strike and featherbedding. Create a Blackboard discussion forum or Wiki to post terms. .	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Describe the American Banking System. (DOK1)	d. Using materials provided by the American Bankers Association, give the class an overview of the American Banking System, and have students participate in a realistic check writing and bank reconciliation activity.	d. Observe student responses for understanding, and review checks and bank reconciliation for accuracy.
e. Compare and contrast domestic and global economic systems.	e. Use the Internet to identify and differentiate among the three milestones in recent progress toward worldwide free trade including the World Trade Organization, the North American Free Trade Agreement, and the European	e. Use the Written Report Assessment Rubric to evaluate student reports.



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(DOK2)

Union. Have students write a one-page report one of the agreements.

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| f. Explain the operation of the stock market. (DOK1) | f. Participate in a Stock Market Simulation Game. Be familiar with the following terms: preferred stock and common stock, stock, stockholder, stock broker, share, bull market, and bear market. | f. Assess student understanding by observing contributions to class discussions and participation in activities. |
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CCSS.ELA-LITERACY.RST.9-10.9

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate **multiple sources of information** presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.WHST.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate **multiple sources of information** presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Competency 3: Examine economic indicators and trends such as production, distribution, and consumption of goods and services. (DOK 2, BC4, EC2)

Suggested Enduring Understandings

1. A healthy economy is demonstrated by economic indicators.
2. The unemployment rate can adversely affect the economy.
3. A country's standard of living is determined by economic factors.
4. The scarcity of resources can determine how goods and services are produced and distributed.
5. The Gross Domestic Product is the value of all goods and services produced over a period of time.
6. The Consumer Price Index is the value of a selection of goods and services purchased by a typical American family.

Suggested Essential Questions

1. What are indicators of a healthy economy?
2. How does the unemployment rate affect the economy?
3. What factors contribute to a country's standard of living?
4. How does the scarcity of resources determine how goods and services are produced and distributed?
5. How do the consumer price index and the gross domestic product differ?



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Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Discuss economic indicators. ^(DOK1)</p>	<p>a. An alternative to asking students to name some indicators of the economy's economic health is to provide opposing categories listing some traditional economic indicators and some alternative economic indicators and asking students to compare the lists.</p> <p>Have students use the Internet to research a given country to compare price differences for household items sold in the United States.</p> <p>Traditional economic indicators include the following:</p> <ul style="list-style-type: none"> ○ The stock market ○ GDP and GNP per capita (see below) ○ Unemployment rate ○ Inflation rate ○ Alternative economic indicators include the following: <ul style="list-style-type: none"> Adult literacy rate Children living in poverty Number of homeless people Amount of leisure time 	<p>a. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Assess student understanding by observing contributions to class discussions and participation in activities.</p>
<p>b. Define and discuss the terms "consumer price index" and "gross domestic product." (DOK1)</p>	<p>b. Have students use the Internet to define and discuss terms important to the growth of the economy such as economic growth, consumer price index (CPI), recession, inflation, business cycles, depression, gross domestic product (GDP), trade surplus, trade deficit, exporting, and importing.</p>	<p>b. Assess student understanding by observing contributions to class discussions and participation in activities.</p>
<p>c. Explain how unemployment impacts the economy. (DOK2)</p>	<p>c. Use the Internet to research and create a summary on the 1950s, 1960s, and 1970s and the jobs people could get with just a high school education that paid enough to support a family, buy a house, pay for a college education for children, and retire with a pension (retirement income) plan. Ask students, "Why do you think it is important to pay people a living wage regardless of their educational level? Why not?"</p> <p>Using the articles from the Web site http://www.teachingeconomics.org, divide students into two groups. Give each member of each group one of the two articles included with the lesson plan "Underemployment" or "Shrinking Benefits." Ask the students to silently read his or her article and then discuss it with the group. Explain that the task will be to share the information in the article with the other group. Ask one</p>	<p>c. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Use the Group Work Assessment Rubric to evaluate student work.</p>



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person to serve as scribe to summarize the article and record the main points.

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| <p>d. Explain how economists compute a country's standard of living. (DOK1)</p> | <p>d. Students will use the Internet to define the standard of living.

Have students use the Internet to research a given era to compare price changes for household items.</p> | <p>d. Use observation in a classroom discussion to determine student understanding.

Assess student understanding by observing contributions to class discussions and participation in activities.</p> |
| <p>e. Explain how the scarcity of productive resources (e.g., human, capital, technological, natural, etc.) requires the development of economic systems to make decisions about how goods and services are produced and distributed. (DOK2)</p> | <p>e. Have students complete one-page summaries of the current day economic struggles such as devastating hurricanes, earthquakes, or oil spills, bank crashes, mortgage crashes, and so forth and their roles in the economy.</p> | <p>e. Assess student understanding by observing contributions to class discussions and participation in activities.</p> |
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CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.RST.9-10.9

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

CCSS.ELA-LITERACY.L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.RI.9-10.3

Analyze how the author unfolds an analysis or **series of ideas** or events, including the **order** in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS.ELA-LITERACY.W.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.



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Competency 4: Demonstrate the ability to apply and interpret social studies tools (e.g., time lines, maps, globes, graphs, charts, a compass, technology, primary and secondary documents, political cartoons, etc.). (DOK3, EC1)

Suggested Enduring Understandings

1. It is important to understand how to interpret social studies tools.
2. Political cartoons are good tools to help us learn economic concepts.
3. Primary and secondary sources of information can be used for research.
4. Special purpose maps help us understand economics in our area.

Suggested Essential Questions

1. Why is it important to have the ability to interpret charts, graphs, tables, and time lines relating to economics?
2. How do political cartoons help you understand economic concepts?
3. What is the difference between primary and secondary sources of information?
4. How do special purpose maps help us understand economics in our area?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Interpret special purpose maps. <small>(DOK2)</small>	a. Using the Internet, locate special purpose maps for your community. The students will interpret the maps in relation to economics.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Analyze information on graphs, charts, tables, and time lines. <small>(DOK3)</small>	b. Determine equilibrium price on supply and demand schedules and curves. Create a time line from the Great Depression to the present showing economic trends.	b. Assess student understanding by observing contributions to class discussions and participation in activities. Assess student time lines by using a timeline rubric generator on the Internet.
c. Analyze political cartoons. <small>(DOK2)</small>	c. Using the Internet, research political cartoons relating to economics. Present findings to the class in a chosen style of presentation.	c. Assess student presentations using the presentation rubric.
d. Utilize primary and secondary sources. <small>(DOK2)</small>	d. Visit the school library to locate primary and secondary resources related to economics. The students will create posters presenting the information.	d. Assess student posters using the poster rubric.



Unit 5: Business, Management, and Entrepreneurship

Competency 1: Identify potential business threats and opportunities to protect a business's financial well-being. (DOK3, BC4, BC7)

Suggested Enduring Understandings

1. Insurance is a necessary means of protecting against loss.
2. Insurance coverage is obtained through an insurance company or agent.
3. An insurance agent will assist in the process of settling a loss.
4. Speculative business risk should be identified for any business.

Suggested Essential Questions

1. What is insurance, and why do we need it?
2. How would you obtain insurance coverage?
3. What is the process of settling an insurance loss?
4. What are speculative business risks?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Describe the concept of insurance. <small>(DOK1)</small></p>	<p>a. Have students use the Internet to define insurance. Have students post answers to a Wiki Blackboard. Have students use the Internet to define common insurance terms to include insurer, policyholder, policy, insured, peril, risk, and premium. Have students post answers to a Wiki Blackboard.</p>	<p>a. Monitor class activity to ensure that all students participate. Evaluate students' Wiki/discussion board postings for correctness. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.</p>
<p>b. Obtain insurance coverage. <small>(DOK3)</small></p>	<p>b. Have students use the Internet to research the most important types of insurance that a business will need to include property insurance, casualty insurance, life insurance, and worker's compensation insurance. Have students post findings to a Wiki/discussion board on Blackboard. Have students research a business of their choosing to determine what type of insurance coverage would be needed for the business. Students will post a question concerning insurance coverage on the Blackboard discussion board and then respond to another student's question concerning insurance coverage. Invite an insurance representative to the class to discuss insurance coverage typically used with businesses. Also have the representative discuss how insurance claims are filed and processed. Have students write a summative essay from what the speaker said.</p>	<p>b. Monitor class activity to ensure that all students participate. Evaluate Internet research for content and appearance. Assess students' knowledge through a summative assessment using a classroom response system and/or</p>



Blackboard.

c. Settle insurance losses. (DOK2)	c. Have students work in groups of three to role-play a situation in which their business was burned down. The students will be given a picture of the inside of a business. The students will list their inventory as seen and research the replacement value of each item to present to an insurance agent. The teacher will play the role of the insurance agent. The students will present their findings in front of the class and compare amounts of requested values so that they will realize the importance of listing all items to insure proper reimbursement and the importance of documentation of the items that a business might need to replace in case of a tragedy.	c. Monitor class activity to ensure that all students participate. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.
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CCSS.ELA-LITERACY.L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.9-10.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

CCSS.ELA-LITERACY.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Competency 2: Discuss fundamental concepts of business to include business risk. (DOK1, BC4)

Suggested Enduring Understandings

1. The role of business in society is very important.
2. The types of business ownership used in society today are sole proprietorship, partnership, and corporation.
3. Businesses are regulated by government in many ways.
4. Risk management is important in a business setting.
5. Insurance is very important in reducing business risk.

Suggested Essential Questions

1. What must one do to prepare to own a business?
2. What are the three types of business ownership?
3. How are businesses regulated by the government?
4. How can a business maintain or control risk?
5. Why is insurance important to a business?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss the role of business in society. (DOK1, EC2)	a. Have students define terms related to business fundamentals such as the following: business, production, mass production, marketing, finance, competition, efficiency, goods, services, productivity, output, entrepreneur, franchise, management, manager, planning, organizing, implementing, controlling, supervisor, work schedules, performance review, team building, corporation, partnership, and sole proprietorship.	a. Assess student understanding by observing contributions to class discussions and participation in activities and assignments.



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<p>b. Describe the types of business ownership to include sole proprietorship, partnership, and corporation. (DOK1, EC3)</p>	<p>b. Lead a class discussion of the three types of business ownership including sole proprietorship, partnership, and corporation</p> <p>Have students list local businesses. Have them debate and explain how they know the type of ownership for each business. Students should use the State Better Business Bureau or the Small Business Administration Internet Web sites to research the individual Web sites of the businesses to reinforce their knowledge.</p>	<p>b. Observe student participation.</p> <p>Observe student participation.</p>
<p>c. Discuss ways business is regulated by government. (DOK1, EC3)</p>	<p>c. Allow students to brainstorm what might happen if there were no government regulations.</p>	<p>c. Reinforce brainstorming participation.</p>
<p>d. Explain the role of insurance in reducing business risk. (DOK1)</p>	<p>d. Have students define terms related to business risk and insurance, such as risk, risk taking, insurance, insurance policy, premium, coverage limit, actuary, deductible, risk management, opportunity cost, natural risk, human risk, economic risk, product liability insurance, controllable risk, insurable risk, non-insurable risk, and uncontrollable risk</p> <p>Ask students to name 10 risks a person might face on any given day. Then ask students what types of risk a business might face on any given day.</p>	<p>d. Use the group work assessment rubric for assessing student work.</p> <p>Observe student participation.</p>

Competency 3: Discuss the fundamental functions of marketing management. (DOK1, BC9, BC11)

Suggested Enduring Understandings

1. The seven functions of marketing are important for all business situations.
2. The functions of management are important to a business's success.
3. All companies have levels of management.
4. It is important to recognize a person's leadership style.

Suggested Essential Questions

1. What are the seven functions of marketing?
2. What are the functions of management?
3. What are the levels of management?
4. How can one find out his or her leadership style?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Describe the seven functions of marketing to include financing, information management, distribution, product/service management, pricing, promotion, and</p>	<p>Have students define terms related to marketing management and business plans, such as retailers, wholesalers, buying, selling, marketing concept, transporting, customer oriented, sales oriented, product, price, distribution, target market, market research, promotion, business plan, and planning.</p> <p>Have students create a product they would like to market to their friends. Have them plan the product on paper and then create a simple prototype. Have students present their products to a panel of judges (students, teachers, or business leaders) for review.</p>	<p>a. Assess knowledge through testing.</p> <p>Observe student participation.</p>



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selling. ^(DOK1, EC2)		
b. Discuss the functions of management to include planning, organizing, implementing, and controlling. ^(DOK1)	b. Ask students to come up with examples of the functions for other situations, such as a bakery introducing a new line of cookies or a video game company creating a new line of games.	b. Use peer involvement for student assessment.
c. Explain levels of management to include top, middle, and supervisory, and explain vertical and horizontal management. ^(DOK1)	c. Ask students to give their opinions of what a person would do at each level of management. The teacher and students will be involved in a class discussion about the role of management in a horizontal organization and a vertical organization. Discuss the pros and cons of both systems	c. Observe student participation. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Differentiate among leadership styles to include autocratic (directive), democratic (consultative), and laissez-faire (participative). (DOK1)	d. Have students complete a leadership motivation assessment (ex. http://www.mindtools.com/pages/article/newLDR_01.htm). Have students choose a professional person in the news who demonstrates leadership skills. Discuss traits that make them leaders. Ask, “Why do you think this person is a leader?”	d. Use completion of motivated assessment for a participation grade. Use an interview assessment rubric for evaluation.
e. Discuss the qualities that determine an effective supervisor. (DOK1)	e. The students or teacher will use role-play to demonstrate characteristics of an effective supervisor. All characteristics should be included in the demonstration including giving clear directions, training new employees, being consistent, treating employees fairly, being firm when necessary, setting a good example, delegating responsibility, and fostering teamwork. Discuss and differentiate between a good leader and someone who is simply supervising employees. Watch reality management television broadcasts such as “Undercover Boss”, “The Apprentice”, and “Shark Tank” that cover quality control practices and management skills that ensure quality products.	e. Assess student understanding by observing contributions to class discussions and participation in activities. Complete teacher- created question guide on chosen broadcast.

CCSS.ELA-LITERACY.RI.9-10.2

Determine a **central idea** of a text and **analyze** its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.4

Determine the **meaning of words** and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.W.9-10.1.C

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.



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CCSS.ELA-LITERACY.W.9-10.1.E

Provide a **concluding statement** or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate **multiple sources of information** presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Competency 4: Research entrepreneurship opportunities. (DOK4, BC6)

Suggested Enduring Understandings

1. Knowing what entrepreneurship means is necessary for a business.
2. Society needs people who are willing to start business ventures.
3. Each component of a business plan is important.
4. There are many sources for funding a business venture.
5. Having a plan for a business layout is needed when starting a business.

Suggested Essential Questions

1. What does entrepreneurship mean?
2. What are some business ventures that you might be interested in?
3. What are the components of a business plan?
4. What are some sources for funding a business?
5. Why is your business layout so important?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Review the definition of entrepreneurship. <small>(DOK1)</small>	a. Have students define entrepreneurship and entrepreneur and discuss people in the community that are business owners.	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Research opportunities for business ventures. <small>(DOK2)</small>	b. Have students use the Internet to research business opportunities in your area.	b. Evaluate student responses to the research.
c. Analyze components of a business plan. <small>(DOK4, EC3)</small>	c. Students will complete a business plan containing the following components: description and analysis on the proposed business, organizational plan, marketing plan, and financial plan.	c. Use the business plan rubric for accuracy and grading.
d. Determine sources of	d. Use the Internet to research sources of funding.	d. Evaluate the list of funding



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funding for venture creation/start-up. ^(DOK1)	sources for completeness and suitability for the selected venture.
e. Design a business layout. ^(DOK3)	e. Create a storyboard to include a business/floor layout, a business card, a business sign, flooring and wall colors, and an example of a business front.
	e. Use a poster rubric for evaluation.

CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or **opposing claims**, and create an organization that establishes clear relationships among claim(s), counterclaims, **reasons, and evidence**.

CCSS.ELA-LITERACY.W.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.1.E

Provide a **concluding statement** or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.9-10.2.E

Establish and **maintain a formal style** and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.