

BUSINESS AND INFORMATION TECHNOLOGY - MIDDLE LEVEL

Business and Information Technology - Middle Level course(s) provides concepts and applications that facilitate the development of competencies required for success in all academic areas and in real-world contexts. The curriculum relates closely to understandings and competencies students will need as their world expands and as they develop career interests. The four broad areas included in this curriculum are technology, career exploration, personal financial responsibility, and basic business (business communications, marketing, and entrepreneurship). The domains and standards for each area provide many opportunities to engage students in learning essential business content and in applying technology as a tool. This approach is in keeping with the NETS (National Education Technology Standards) approach, which places heavy emphasis on integrating technology into the curriculum. The No Child Left Behind (NCLB) legislation mandates that students reach technological proficiency by the completion of the eighth grade.

- DOE Code: 0494
- Recommended Grade Level: 6-8

Middle School Curriculum Requirement

Middle School students are to receive instruction every year in a minimum of two of the following areas: Agriculture, Business, Family and Consumer Science, and Technology Education (Industrial Technology). (511 IAC 6.1-5-3.6(b)(6))

Implementation Guidance

Business and Information Technology - Middle Level contains a wide array of content allowing students to get a sampling of the topics covered under Business, Information Technology, Entrepreneurship, and Marketing Education at the secondary level. Because of this the standards have been divided into four parts: Computer Technology, Career Exploration, Personal Financial Responsibility, and Basic Business. Each part is designed to be taught in a nine (9) week setting. Additionally, standards that are essential for students to master have been identified. These essential standards are indicated in **Bold**. In cases where schools cannot offer all four parts independently, the standards should be used to define the content that will be taught. It is expected that the standards selected be a mixture of all four parts with essential standards considered first. A school can choose to focus on a single part, but shall include standards from the other three parts.

Career and Technical Student Organizations (CTSOs)

Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate in Business Professionals of America, DECA, or Future Business Leaders of America, the CTSOs for this area.

Content Standards

PART ONE – COMPUTER TECHNOLOGY

Domain – Concepts and Operations

Core Standard 1 Students demonstrate functional understanding of technology concepts, systems, and their interactivity.

Standards

- MLB-1.1 Differentiate among computer types, history, and purpose of computer systems
- MLB-1.2 Distinguish between the different types of memory and storage and their uses and purpose
- MLB-1.3 **Differentiate among operating systems, application software, and the Internet**
- MLB-1.4 Explain the information processing cycle
- MLB-1.5 **Apply concepts of file management to organize and manage files and folders; including backing up files.**
- MLB-1.6 Critique a variety of current and emerging technologies used by society

Core Standard 2 Students use hardware and software components and understand the use of input and output devices.

Standards

- MLB-2.1 **Use hardware devices and software applications to enhance learning**
- MLB-2.2 Evaluate and select appropriate input/output devices and storage devices
- MLB-2.3 **Demonstrate effective keyboarding techniques to improve proficiency and apply these skills on multiple devices**
- MLB-2.4 **Diagnose problems that may arise with hardware and software and identify solutions for common issues**

Domain – Tool for Creativity, Innovation, and Productivity

Core Standard 3 Students use technology as a tool to enhance learning and creativity and to increase productivity in developing their projects.

Standards

- MLB-3.1 **Demonstrate operations common to software applications**
- MLB-3.2 **Use word processing software to compose, design, edit, and print**
- MLB-3.3 **Use spreadsheet software to calculate, graph, organize, and present data**
- MLB-3.4 **Design presentations and projects using text, sounds, images, video, and animation**
- MLB-3.5 Explore coding and its function in creating software applications
- MLB-3.6 **Integrate data between word processing, spreadsheet, presentation, and internet applications**

Domain – Information Research Tool

Core Standard 4 Students gather, evaluate, use, and cite information from computer technology sources.

Standards

- MLB-4.1 Identify various types of online resources and their intended function
- MLB-4.2 **Review digital content for quality, credibility, validity, and up-to-date information**

- MLB-4.3 **Use technology to investigate a variety of sources and media for research purposes**
- MLB-4.4 Identify various browser features, such as menus and tools, which could be used to access information efficiently on the Internet
- MLB-4.5 **Use various search techniques to refine outcomes for research**
- MLB-4.6 **Cite sources of information used in a proper format**

Domain – Digital Citizenship

Core Standard 5 Students integrate technology in a social, legal, ethical, and safe manner to be lifelong digital citizens.

Standards

- MLB-5.1 Differentiate between appropriate technology uses in various environments such as school, home, and work
- MLB-5.2 **Discuss and explain responsible uses of technology and the consequences for choosing to participate in illegal activities such as plagiarism, piracy, and violating copyright/fair use**
- MLB-5.3 **Identify the characteristics and consequences of cyberbullying**
- MLB-5.4 Synthesize and demonstrate rules of digital netiquette
- MLB-5.5 **Investigate the risks and practice safe, legal, ethical, and responsible use of technology and the Internet**
- MLB-5.6 Create strong passwords, learn strategies to avoid scams and schemes, and analyze privacy policies
- MLB-5.7 **Recognize and explain the need for protecting privacy in order to preserve an online digital footprint**
- MLB-5.8 Investigate the risks of improper use of technology as it relates to the health and wellness of the user

PART TWO – CAREER EXPLORATION

Domain – Exploring Self

Core Standard 6 Students analyze personal characteristics to create a personal profile.

Standards

- MLB-6.1 Identify personal and family morals, values, and ethics
- MLB-6.2 **Explore and describe personal aptitudes, interests, and skills through the use of personal assessments**
- MLB-6.3 Explore personal priorities and goals for life and career
- MLB-6.4 Examine learning style preferences and determine their application to school and work

Domain – Exploring College and Careers

Core Standard 7 Students use Career Clusters, Indiana’s College and Career Pathways, and other sources to explore careers.

Standards

- MLB-7.1 **Locate, understand and use career information and resources to set short and long term goals for career decisions**
- MLB-7.2 Identify economic, global, technology, and social trends in the workplace and labor market

MLB-7.3 Describe the various careers in each of the Career Clusters

MLB-7.4 **Describe post-secondary educational options such as technical programs, military, apprenticeships, two-year and four-year colleges, and resources for obtaining postsecondary education and training**

Domain – Decision-Making and Planning

Core Standard 8 Students apply critical and creative thinking to make decisions, create flexible career plans, and solve problems, to succeed in their secondary and college education, as well as in their careers and life.

Standards

MLB-8.1 Demonstrate components of critical and creative thinking when putting life choices and careers through the decision-making process

MLB-8.2 Identify choices, options and consequences of life and career decisions

MLB-8.3 **Identify skills needed for career choices and match to personal abilities and interest**

MLB-8.4 Explain the impact of selected careers on lifestyle goals

MLB-8.5 **Review and update a high school graduation plan**

MLB-8.6 Interpret results of a self-assessment inventory to create an initial education and career plan

Domain – Personal and Employability Skills

Core Standard 9 Students demonstrate personal skills and employability needed for success in school, life and career.

Standards

MLB-9.1 Demonstrate habits of mind such as taking responsible risks, thinking and communicating with clarity and precision, questioning and posing problems, and thinking independently

MLB-9.2 **Demonstrate personal and basic employability skills such as attendance, integrity, meeting deadlines, and dependability**

MLB-9.3 Demonstrate appreciation of diversity in school, life and career settings

MLB-9.4 Demonstrate personal leadership skills to lead and inspire others, accomplish common goals, and function effectively in school, life and career settings

MLB-9.5 Demonstrate school, life and career self-management skills related to responsibility and work ethic

MLB-9.6 Demonstrate what good principles of technology and digital citizenship would look like in the workplace

MLB-9.7 Discuss standards for personal appearance, attire, grooming, and etiquette appropriate for specific school and life settings

PART THREE – PERSONAL FINANCIAL RESPONSIBILITY

Domain – Financial Responsibility and Decision Making

Core Standard 10 Students demonstrate management of individual and family finances by applying reliable information and systematic decision-making.

Standards

MLB-10.1 **Describe the benefits of financial responsibility and the costs of financial irresponsibility**

- MLB-10.2 **Analyze the accuracy and helpfulness of financial information gathered from a variety of print and online resources**
- MLB-10.3 Identify the primary state and federal consumer protection agencies
- MLB-10.4 Describe unfair or deceptive business practices that are forbidden by consumer protection laws
- MLB-10.5 Set measurable short-term and intermediate/medium-term financial goals
- MLB-10.6 **Apply systematic decision-making to short-term and intermediate/medium-term goals**
- MLB-10.7 Explain benefits of discussing important financial matters with household members and/or financial personnel
- MLB-10.8 Identify factors that determine differing values and attitudes about money
- MLB-10.9 Describe the possible consequences of disclosing particular types of personal information to others

Domain – Relating Income and Careers

Core Standard 11 Students analyze how education, income, career, and life choices relate to achieving financial goals.

Standards

- MLB-11.1 **Explain how an individual’s interests, knowledge, abilities, and career choices affect income.**
- MLB-11.2 Identify jobs children and youth can legally obtain at certain ages to earn money
- MLB-11.3 Give examples of sources of income in addition to wages or salary
- MLB-11.4 Describe taxable income and employee benefits
- MLB-11.5 **Differentiate between gross, net and disposable income**
- MLB-11.6 Describe the items commonly included in payroll deductions

Domain – Planning and Money Management

Core Standard 12 Students manage money effectively by developing financial goals and budgets.

Standards

- MLB-12.1 **Illustrate allocation of a weekly allowance among the financial goals of spending, saving, investing, and sharing/giving**
- MLB-12.2 Explain basic budget categories, including income, taxes, planned savings and fixed and variable expenses
- MLB-12.3 Describe how a future short-term or long-term financial goal will be included in a budget
- MLB-12.4 Identify and organize product information, warranties, and financial documents needed for retention
- MLB-12.5 **Compare the advantages and disadvantages of different payment methods**
- MLB-12.6 Demonstrate steps in establishing and maintaining financial accounts
- MLB-12.7 Investigate financial assistance for post-secondary education
- MLB-12.8 Explain external factors that influence spending decisions

MLB-12.9 Describe how charitable giving can fit into a personal budget and how to determine appropriate percentages for giving

Domain – Managing Credit and Debt

Core Standard 13 Students manage credit and debt to remain both creditworthy and financially secure.

Standards

MLB-13.1 Compare advantages and disadvantages of various types of credit

MLB-13.2 Explain factors to consider when using credit or obtaining a loan

MLB-13.3 **Determine the total cost of repaying credit and loans**

MLB-13.4 Explain the value of credit reports and a positive credit history to consumers, borrowers and lenders

MLB-13.5 **Identify possible credit and debt problems, their consequences, and ways to avoid them**

MLB-13.6 Discuss the rights, responsibilities, and protections of buyers and sellers under consumer credit laws

Domain – Risk Management and Insurance

Core Standard 14 Students analyze the features of insurance, its role in balancing risk, and benefits in financial planning.

Standards

MLB-14.1 Explain the relationship between risk and insurance

MLB-14.2 Identify the main features of insurance such as premiums, deductibles, and transfer of risk

MLB-14.3 **Describe the need for and value of health, property, life, disability and liability insurance in managing risk**

Domain – Saving and Investing

Core Standard 15 Students analyze saving and investing for short-term needs and building long-term financial security and wealth.

Standards

MLB-15.1 Describe the advantages and disadvantages of saving for short-term and medium-term financial goals

MLB-15.2 Explain the difference between simple and compound interest

MLB-15.3 **Compare the advantages and disadvantages between saving and investing**

MLB-15.4 Research and track publicly traded stock, record daily market values, and indicate the gains or losses between two specified dates

MLB-15.5 Define benefits and limits of federal deposit insurance

PART FOUR – BASIC BUSINESS

Domain – Business Communications

Core Standard 16 Students apply concepts of effective business communications to their interpersonal relationships and to their academic, as well as professional, documents and correspondence.

Standards

MLB-16.1 **Identify and create personal and business correspondence which displays: clarity, professionalism, relevancy, and confidentiality**

- MLB-16.2 Practice and exhibit active listening techniques
- MLB-16.3 Differentiate between types of internal and external communications and how they should be designed and distributed
- MLB-16.4 **Demonstrate the concepts of collaboration with peers as they relate to successful communication both personally and professionally**
- MLB-16.5 **Display appropriate and professional techniques in public speaking as well as in written and nonverbal communications**
- MLB-16.6 **Create, format, edit, store, and distribute academic, professional, and personal documents for the appropriate audience, purpose, and situation**

Domain – Marketing

Core Standard 17 Students apply the concepts of marketing functions, plans, and strategies to develop appropriate methods to serve potential customers.

Standards

- MLB-17.1 **Define marketing and its impact on society**
- MLB-17.2 Distinguish between the different types of marketing and their importance in successful product marketing
- MLB-17.3 **Identify the four P's of the marketing mix**
- MLB-17.4 Explain how businesses compete in the marketplace
- MLB-17.5 Identify how customers' input and feedback can influence a business's marketing strategy
- MLB-17.6 Create promotional materials for a new or existing product or service
- MLB-17.7 Define potential target markets for a specific product or service
- MLB-17.8 Design a new product or service, or find a way to improve an existing product or service, to meet customer wants
- MLB-17.9 Discuss the importance of businesses giving back to the community

Domain – Entrepreneurship

Core Standard 18 Students apply concepts of economic conditions, market competitions, financing strategies, innovation and opportunity recognition; while integrating their knowledge of business management and marketing principles, in order to design and develop a successful new venture.

Standards

- MLB-18.1 **Define entrepreneurship and examine its history in the United States**
- MLB-18.2 Identify the personal traits/behaviors of a successful entrepreneur
- MLB-18.3 Identify the types of entrepreneurial ventures, traditional as well as those online
- MLB-18.4 Define the role of a business plan
- MLB-18.5 **Identify the three main types of business ownership and the advantages and disadvantages of each**
- MLB-18.6 Recognize the influence of demographics and the economy on entrepreneurial ventures
- MLB-18.7 **Identify revenue, expenses, and profit as they relate to a business's financial goals**