Digital Business

Unit Title: Digital Business

Stage 1: Desired Results

Standards & Indicators:
9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.
9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.
9.3.IT-WD.3 Write product specifications that define the scope of work aligned to customer requirements.
9.3.IT-WD.4 Demonstrate the effective use of tools for digital communication production, development and project management.
9.3.IT-WD.5 Develop, administer and maintain Web applications.
9.3.IT-WD.6 Design, create and publish a digital communication product based on customer needs.
9.3.IT-WD.7 Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.
9.3.IT-WD.8 Implement quality assurance processes to deliver quality digital communication products and services.
9.3.IT-WD.9 Perform maintenance and customer support functions for digital communication products.
9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).	With a growth mindset, failure is an important part of success.

Central Idea/Enduring Understanding:	Essential/Guiding Question:
Digital business is a means of using several digital technologies. One of the main purposes is to create new value-added opportunities and keep up with the latest facts regarding digitalization. In today's work-from-home world, everyone is using some type of digital business. With the world	What is a digital business platform? What does digital transformation represent? How can a beginner begin a digital marketing plan? What are the three barriers of digital business? What challenges are available in digital business?

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changing constantly, businesses are relying and allowing business to be more flexible in time-consuming projects, productivity, efficiency to become more successful.	What are the best ways to budget for, and finance the digital transformation? What is currently driving digital transformation? How do you measure if your digital transformation was successful? Where should a business start with digital transformation?

Content:
Digital technologies
   ● Exploring a Wealth of Possibilities
   ● Content marketing
   ● Email marketing
   ● Computer in all shapes and sizes
   ● Information technology
The Internet - Gateway to a World of Resources
   ● Joining the Digital World
   ● Navigating and searching
   ● Google Apps
   ● Google Drive
The Social Web: Opportunities for Learning Work and Communicating
   ● Social technology
   ● Social bookmarking
   ● Media Sharing
Digital Defense: Securing Your Data and Privacy
   ● Role of Security and Privacy
   ● Mobile Security
   ● When security gets personal
	Skills(Objectives):
	Understand the basic digital business platforms
	Digital transformation
	Digital marketing plan
	Variety of technology skills
	Social Media and content marketing
	Online security safety

Interdisciplinary Connections:
8.1 Computer Science Standards
8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

11-12.RST.05 Analyze how the text structures information or ideas into categories or hierarchies demonstrating understanding of the information or ideas.

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Stage 2: Assessment Evidence

Performance Task(s):
- Apply technology tools for research
- Digital marketing projects
- Various technology skills assignments
- Cutting-edge technology projects
- Ethical and security issues assignments
- Google programs

Other Evidence:
- Technology resources
- Problem-solving activities
- Decision-making ideas on projects
- Engaging writing style ideas

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Display and print documents:
- Project-based learning
- Self-based project activities
- Direct and indirect instructions
- Peer interactive projects
- Navigating and searching
- Google Apps
- Social technology
- Social bookmarking
- Media Sharing
- Security and Privacy
- Mobile Security

Resources:

Business Department Resources:
- Career Readiness: Life Literacies, and Key Skills:
  - https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf
- Computer Science & Design Thinking:
  - https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf
- How to build a digital business technology platform.
  - https://www.gartner.com/smarterwithgartner/how-to-build-a-digital-business-technology-platform
- Great digital transformation resource:
  - https://techbeacon.com/enterprise-it/16-great-digital-transformation-resources-it-pros
- Digital Business:
  - https://www.liferay.com/resources/l/digital-business
- Start your Digital Business:
  - https://www.getapp.com/resources/how-to-build-a-digital-business/
- Business Technology Resources:
  - https://www.infinityinc.us/resource-library/
- Digital Business: Teams with Resources:
  - https://www.ie.edu/insights/articles/digital-business-teams-with-resources-to-implement-good-ideas/
- Why is Technology Important in Business?
  - https://www.oksbdc.org/why-is-technology-important-in-business/

Social Studies Resources:
- 6.3 Suggested Framework K-12
- NJ Commission on Holocaust Education

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- [Facing History and Ourselves](#)
- [New Jersey Historical Commission](#)
- [Library of Congress](#) (Primary Sources)
- [National Archives](#) (Primary Sources)
- [Newsela](#)
- [PBS Learning Media](#)
- [Stanford History Education Group](#)
- [Zinn Education Project](#)

Amistad Resources for Social Studies:
- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [New Jersey State Board Foundation](#)
- [Civil Rights Teaching](#)
- [Black Past](#)

AAPI Resources for Social Studies:

LGBT and Disabilities Resources:
- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:
- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

Be sure to only include applicable resources.

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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
- Visual Learning - Auditory Learning - Progress/Advance to the Next Activity - Modify our curriculum content based on student's ability level - Use a consistent	- Visual Learning - Auditory Learning - Quizzes and Tests are modified - Extra time is given on assignments - Preferential	- Visual Learning - Auditory Learning - Quizzes and Tests are modified - Extra time is given on assignments	- IEP is followed - Visual Learning - Auditory Learning - Quizzes and Tests are modified - Extra time is given on assignments - Preferential Seating - Individualized Instruction - Tutoring

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daily routine ● Students may redo any assignment any time with no penalty	Seating ● Individualized Instruction ● Tutoring ● Modify our curriculum content based on student's ability level ● Use a consistent daily routine ● Students may redo any assignment any time with no penalty	● Preferential Seating ● Individualized Instruction ● Tutoring ● Modify our curriculum content based on student's ability level ● Use a consistent daily routine ● Break down tasks into manageable units ● Allow for repetition and/or clarification of directions ● Students may redo any assignment any time with no penalty	● Modify our curriculum content based on student's ability level ● Use a consistent daily routine ● Break down tasks into manageable units ● Allow for repetition and/or clarification of directions ● Students may redo any assignment any time with no penalty. Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Pacing Guide

Course Name	Content/Resources	Standards
UNIT 1: Digital Business		
# 90 Days	**CHAPTERS** Online materials Online programs Exploring a Wealth of Possibilities Computer in all shapes and sizes Information technology The Internet: Gateway to a World of Resources The Social Web: Opportunities for Learning Working and Communicating Digital Defense: Securing your Date and Privacy Digital Defense: Securing your Date and Privacy Unit Online Assessment: Social technology Social bookmarking Media sharing Software programs Email marketing Security and privacy Navigating and searching	9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product. 9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions. 9.3.IT-WD.3 Write product specifications that define the scope of work aligned to customer requirements. 9.3.IT-WD.4 Demonstrate the effective use of tools for digital communication production, development and project management. 9.3.IT-WD.5 Develop, administer and maintain Web applications. 9.3.IT-WD.6 Design, create and publish a digital communication product based on customer needs. 9.3.IT-WD.7 Evaluate the functionality of a digital communication product using industry accepted techniques and metrics. 9.3.IT-WD.8 Implement quality assurance processes to deliver quality digital communication products and services. 9.3.IT-WD.9 Perform maintenance and customer support functions for digital communication products. 9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications..