

Exploring Business and Information Technology

Exploring Business and Information Technology provides students opportunities to explore their personal goals, interests, and aptitudes as they relate to career concepts, including exploring the 14 national career clusters and Indiana's Next Level Programs of Study, and begin to determine what they want and expect for their future. Students learn about various traditional and nontraditional careers and gain an awareness of the level of education and type of training needed for a variety of careers and occupations. Students build good study habits, expand their technology skills, develop or update their Graduation Plans and complete a college and career readiness exam. Virtual and real-life opportunities are provided for students to observe and explore various careers.

Part I: Computer Technology		Domain - Concepts and Operations
Core Standard 1: Students demonstrate functional understanding of technology concepts, systems, and their interactivity.		
Standards	Current Text	Updated Text
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, applications, and the Internet	Differentiate between operating systems (e.g., Windows, Chrome, iOS) and application types (e.g., Web-based, Mobile, Desktop).
MLB-1.4	Explain the Information processing cycle	Describe how digital devices process, store and transmit information using the data process.
MLB-1.5	Apply concepts of file management to organize and manage files and folders; including back up files	Organize and manage files using digital platforms (e.g., Google Drive, One Drive), including backup files.
MLB-1.6	Critique a variety of current and emerging technologies used by society	Evaluate current and emerging technologies (e.g., AI Tools, AR/VR, IOT) and their impact on society.

Domain - Concepts and Operations		
Core Standard 2: Students use hardware and software components and understand the use of input and output devices.		
Updated Core Standard 2: Students use digital tools and applications to create, innovate, and complete tasks across subjects and real-world scenarios.		
Standards	Current Text	Updated Text
MLB-2.1	Use hardware devices and software applications to enhance learning.	Use a variety of applications to create documents, presentations, and multimedia products (e.g., Google Docs, Word, PowerPoint, Google Slides, Canva) that meet academic and real-world needs.
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 - Tools 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	Current Text	Updated Text
MLB-3.1	Demonstrate operations common to software applications.	Use digital applications confidently by navigating tools, menus, and features across platforms.
MLB-3.2	Use word processing software to compose, design, edit and print.	Compose and format professional looking documents using modern word processing tools, for readability and clarity.
MLB-3.3	Use spreadsheet software to calculate, graph, organize, and	Use spreadsheets to analyze, visualize, and communicate data

	present data.	through functions, charts and formatting tools.
MLB-3.4	Design presentations and projects using text, sounds, images, video and animations.	Create presentations that integrate text, visuals, sound, and motion to communicate ideas effectively for different audiences.
MLB-3.5	Explore coding and its function in creating software applications.	Experiment with basic programming and coding to understand how digital tools and apps are built.
MLB-3.6	Integrate data between word processing, spreadsheet, presentation, and internet applications.	Combine content from multiple sources (e.g., documents, spreadsheets, digital applications) to produce unified digital products.

Domain - Information Research Tools		
Core Standard 4: Students gather, evaluate, use, and cite information from computer technology sources.		
Updated Core Standard 4: Students evaluate and use digital resources responsibly to research, analyze, and present information effectively.		
Standard	Current Text	Updated Text
MLB-4.1	Identify various types of online resources and their intended function.	Identify types of online sources (e.g., New Sites, Academic Databases, Wikis) and explain their intended use.
MLB-4.2	Review digital content for quality, credibility, validity, and up to date information.	Evaluate content for credibility, bias, and accuracy using digital literacy strategies.
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.	Use advanced search techniques (e.g., Keywords, Filters, Proximity searches) to refine research results.

MLB-4.6	Cite sources of information used in a proper format.	Cite online sources using grade-appropriate citation styles.
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Domain - Digital Citizenship		
Core Standard 5: Students integrate technology in a social, legal, ethical and safe manner to be lifelong digital citizens.		
Updated Core Standard 5: Students demonstrate responsible, safe, and ethical behavior in digital environments, including protecting digital identity and mental wellness.		
Standards	Current Text	Updated Text
MLB-5.1	Differentiate between appropriate technology uses in various environments such as school, home and work.	Explain appropriate uses of technology in school, home and work settings, including screen time balance.
MLB-5.2	Discuss and explain responsible uses of the consequences for choosing to participate in illegal activities such as plagiarism, piracy, and violating copyright/fair use.	Describe consequences of unethical behavior (e.g., Digital Piracy, Plagiarism, Copyright violations)
MLB-5.3	Identify the characteristics and consequences of cyberbullying	Identify the characteristics and consequences of cyberbullying, online harassment, and inappropriate content.
MLB-5.4	Synthesizes and demonstrates rules of digital netiquette.	Demonstrate respectful online communication and understand the importance of digital etiquette.
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.	Practice online safety, including creating secure passwords, enabling two-factor authorization, and identifying scams/phishing.
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.	Analyze how excessive use of technology can affect physical and mental health and identify strategies to limit these risks.

Part Two - Career Exploration		Domain - Exploring Self
Core Standard 6: Students analyze personal characteristics to create a personal profile		
Updated Core Standard 6: Students reflect on personal identity, interest, strengths, and values to build self-awareness and inform future planning.		
Standards	Current Text	Updated Text
MLB-6.1	Identify personal and family morals values and ethics.	Identify personal values, cultural influences, and family expectations that shape life and career decisions.
MLB-6.2	Explore and describe personal aptitudes, interests, and skills through the use of personal assessments.	Use digital tools to explore personal strengths, aptitudes, and interests through career and personality assessments.
MLB-6.3	Explore personal priorities and goals for life and career.	
MLB-6.4	Examine learning styles preferences and determine their application to school and work.	Identify personal learning styles and work preferences to understand how they impact school and workplace performance.

Domain - Exploring College and Careers		
Core Standard 7: Students use Career Clusters, Indiana's College and Career's Pathways, and other sources to explore careers.		
Updated Core Standard 7: Students explore postsecondary education options and career pathways using real-time tools and trends.		
Standards	Current Text	Updated Text
MLB-7.1	Locate, understand and use career information and resources to set short- and long-term goals for career decisions.	Use career exploration platforms to understand job roles, trends, and goals.
MLB-7.2	Identify economic, global, technology, and social trends in the	Research how global, economic, and technological changes

	workplace and labor market.	are shaping job opportunities.
MLB-7.3	Describe the various careers in each of the Career Clusters.	Explore careers across each Career Clusters, and identify high-demand, high-wage options in Indiana.
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.	Compare postsecondary options: technical programs, apprenticeships, military, community college, four-year universities, 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 career and life.		
Updated Core Standard 8: Students apply decision-making and problem-solving skills to plan for education, careers, and lifestyle goals.		
Standards	Current Text	Updated Text
MLB-8.1	Demonstrate components of critical and creative thinking when putting life choices and careers through the decision-making process.	Use components of critical and creative thinking to weigh pros and cons of education and career choices.
MLB-8.2	Identify choices, options and consequences of life and career decisions.	Explore potential consequences, and outcomes of different academic and career paths (e.g., debt, income, relocation, time commitment, benefits).
MLB-8.3	Identify skills needed for career choices and match them to personal abilities and interests.	
MLB-8.4	Explain the impact of selected careers on lifestyle goals.	Explain how careers influence lifestyle (e.g., work hours, remote options, income, travel).
MLB-8.5	Review and update a high school graduation plan.	Interpret results of a self-assessment inventory to develop

MLB-8.6	Interpret results of a self-assessment inventory to create an initial education and career plan.	and/or update a draft high school graduation plan aligned with college and career interests.
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Domain - Personal and Employability Skills		
Core Standard 9: Students demonstrate personal skills and employability needed for success in school, life and career.		
Standards	Current Text	Updated Text
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.	Practice workplace skills like time management, responsibility, and collaboration in academic or project-based settings.
MLB-9.3	Demonstrate appreciation of diversity in school, life and career settings.	Explore the importance of cultural competence and inclusion in school and work 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.	Build leadership skills through teamwork, peer mentoring, and student led activities that apply 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 appearances, attire, grooming, and etiquette appropriate for specific school and life settings.	Practice professional etiquette (e.g., dress code, communication, punctuality) appropriate to school and workplace 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.		
Updated Core Standard 10: Students apply financial knowledge and decision-making strategies to make informed choices about money and resources.		
Standards	Current Text	Updated Text
MLB-10.1	Describe the benefits of financial responsibility and the costs of financial irresponsibility.	Describe the benefits of being financially responsible and the consequences of poor financial decisions (e.g., debt, stress, limited choices).
MLB-10.2	Analyze the accuracy and helpfulness of financial information gathered from a variety of print and online resources.	Evaluate the accuracy of financial information found in digital sources, social media, and advertisements.
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.	Set SMART financial goals (short- and mid-term) for saving, spending, or earning money.
MLB-10.6	Apply systematic decision-making to short-term and intermediate/medium-term goals.	
MLB-10.7	Explain the 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.	Identify how culture, family, media and personal values influence attitudes toward money.
MLB-10.9	Describe the possible consequences of disclosing particular types of personal information to others.	Analyze risks of sharing personal financial data online or with others.

Domain - Relating Income and Careers		
Core Standard 11: Students analyze how education, income, career and life choices relate to achieving financial goals.		
Updated Core Standard 11: Students examine how education, careers and skills affect income and financial opportunities.		
Standards	Current Text	Updated Text
MLB-11.1	Explain how an individual's interests, knowledge, abilities, and career choices affect income.	Explain how education, careers and skills affect income and financial opportunities.
MLB-11.2	Identify jobs children and youth can legally obtain at certain ages to earn money.	Identify legal jobs for youth under the age of 16 and discuss ways students can earn income responsibly.
MLB-11.3	Give examples of sources of income in addition to wages or salary.	List different sources of income (e.g., wages, interest, gifts).
MLB-11.4	Describe taxable income and employee benefits.	Understand the basics of payroll (e.g., gross pay, net pay, deductions).
MLB-11.5	Differentiate between gross, net and disposable income.	
MLB-11.6	Describe the items commonly included in payroll deductions.	Explain typical paycheck deductions (e.g., federal/state taxes, Social Security, insurance, and benefits).

Domain - Planning and Money Management		
Core Standard 12: Students manage money effectively by developing financial goals and budgets.		
Standards	Current Text	Updated Text
MLB-12.1	Illustrate allocation of a weekly allowance among the financial goals of spending, saving, investing, and sharing/giving.	Allocate a budget using the needs, wants, savings or similar methods, based on income.
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 and 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.	Identify and organize financial documents, receipts, and warranties using physical and digital tools.
MLB-12.5	Compare the advantages and disadvantages of different payment methods.	Compare payment methods (e.g., debit, credit, cash, mobile apps).
MLB-12.6	Demonstrate steps in establishing and maintaining financial accounts.	
MLB-12.7	Investigate financial assistance for post-secondary education.	Explore ways to pay for postsecondary education or training (e.g., FAFSA, scholarships, 21st Century Scholars, loans).
MLB-12.8	Explain external factors that influence spending decisions.	Analyze how advertising, peer pressure, and online influences affect spending choices.
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	Current Text	Updated Text
MLB-13.1	Compare advantages and disadvantages of various types of credit.	Compare the pros and cons of using credit (e.g., building credit vs, interest and fees).
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.	Explain consumer rights and protections under credit laws (e.g., Fair Credit Reporting Act).

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	Current Text	Updated Text
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.	Define key insurance terms (e.g., premium, deductible, coverage).
MLB-14.3	Describe the need for and value of health, property, life, disability and liability insurances in managing risk.	

Domain – Saving and Investing		
Core Standard 15: Students analyze saving and investing for short-term needs and build long-term financial security and wealth.		
Standards	Current Text	Updated Text

MLB-15.1	Describe the advantages and disadvantages of saving for short-term and medium-term financial goals.	
MLB-15.2	Explain the differences between simple and compound interest.	Distinguish the differences between saving (low risk, short-term) and investing (higher risk, long-term).
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.	Define the benefits and limitations of Federal Deposit Insurance (FDIC).

Part Four - Basic Business		Domain - Business Communication
Core Standard 16: Students apply concepts of effective business communication to their interpersonal relationships and to their academic, as well as professional, documents and correspondence.		
Updated Core Standard 16: Students apply effective communication strategies; verbal, written, and digital in academic, personal, and professional contexts.		
Standards	Current Text	Updated Text
MLB-16.1	Identify and create personal and business correspondence which displays clarity, professionalism, relevancy, and confidentiality.	Create clear and concise personal and professional communication (e.g., emails, cover letters).
MLB-16.2	Practice and exhibit active listening techniques.	Demonstrate active listening and effective feedback techniques in face to face and virtual settings.
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.	Collaborate with peers to develop shared ideas in person and using digital platforms (e.g., Google Docs, Word, Microsoft Teams, Zoom)
MLB-16.5	Display appropriate and professional techniques in public speaking as well as in written and nonverbal communication.	Practice public speaking, nonverbal communication, and presentation skills in live and recorded formats.
MLB-16.6	Create, format, edit, store and distribute academic, professional, and personal documents for the appropriate audience, purpose and situation.	Design and format academic and business documents for specific audiences using modern tools (e.g., Canva, Google Docs, Google Slides, PowerPoint).

Domain - Marketing		
Core Standard 17: Students apply the concepts of marketing functions, plans and strategies to develop appropriate methods to serve potential customers.		
Updated Core Standard 17: Students explore how marketing connects products and services to customers through branding, promotion, and strategy.		
Standards	Current Text	Updated Text
MLB-17.1	Define marketing and its impact on society.	Define marketing and its role in shaping consumer choices and business success.
MLB-17.2	Distinguish between the different types of marketing and their importance in successful product marketing.	Distinguish types of marketing (e.g., digital, social media, physical, experiential).
MLB-17.3	Identify the four Ps of the marketing mix.	Identify and apply the four Ps of marketing (Product, Price, Place, Promotion) to real or simulated products.
MLB-17.4	Explain how businesses compete in the marketplace.	Explain how businesses compete through product innovation, pricing strategies, and customer service.

MLB-17.5	Identify how customers' input and feedback can influence a business' marketing strategy.	Analyze how consumer feedback, reviews, and trends shape business marketing decisions.
MLB-17.6	Create promotional materials for a new or existing product or service.	Create promotional materials for new or existing products or services using accessible tools (e.g., Canva, Adobe).
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.	Design a new product or service or propose improvements to a product or service to better meet the customer's needs.
MLB-17.9	Discuss the importance of businesses giving back to the community.	Explore how companies contribute to the community through philanthropy and community engagement.

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	Current Text	Updated Text
MLB-18.1	Define entrepreneurship and examine its history in the United States.	Define entrepreneurship and identify its impact on innovation and economic development.
MLB-18.2	Identify the personal traits/behaviors of a successful entrepreneur.	
MLB-18.3	Identify the types of entrepreneurial venture, traditional as well as those online.	Identify the types of entrepreneurial venture, traditional as well as non-traditional.
MLB-18.4	Define the role of a business plan.	Describe the purpose and parts of a business plan (e.g., mission, target market, budget, goals).

MLB-18.5	Identify the three main types of business ownership and the advantages and disadvantages of each.	Compare business ownership types (sole proprietorship, partnership, corporation) and their advantages/disadvantages.
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.	