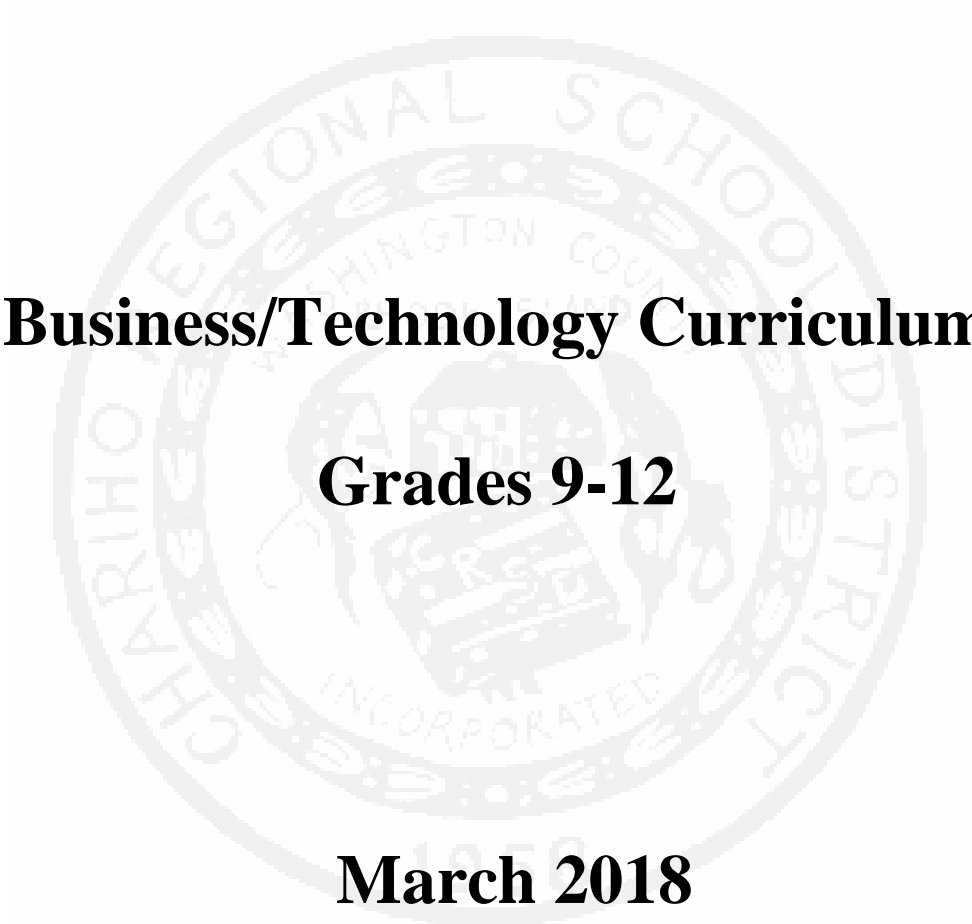


# **Chariho Regional School District**

## **Business/Technology Curriculum**

**Grades 9-12**

**March 2018**



Chariho Regional School District  
Business/Technology Curriculum  
Grades 9-12

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## **Business/Technology Task Force**

### **Membership**

Madeline Crocker

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## **Epistemological Foundations**

The Chariho Regional School District believes that students learn best when they are actively engaged in and personally responsible for the learning process. Students need a safe and positive environment in which to talk purposefully about learning, to experience learning, and to observe learning. Learning is enhanced when students have an interest in and choice about what they learn. Students should be engaged in meaningful learning experiences that match their developmental status.

New learning builds on previous knowledge through a process that is challenging and rigorous. That process must encourage students to problem-solve and to think originally, critically, and creatively. Thinking and problem-solving are closely linked to a demanding core of content knowledge. Learning is most quickly assimilated when connected to student goals, when students evaluate their own work and learning habits, and when instruction appeals to a variety of learning modalities and talents.

In an environment of high expectations, sustained and directed student effort and expert teaching practices determine the extent of learning. Our schools and district will organize to encourage and support both.

# **Business/Technology Curriculum**

## **Introduction**

The Business/Technology Curriculum is being reviewed because of a district, state and national move to standards-based education and because of a need to update instructional materials. The National Standards for Business Education will guide this work by 1.) providing the standard by which our program will be measured, 2.) define the many facets of business/technology education as it has emerged in recent years, and 3.) raise the level of competency required of students and entry-level employees. Our students need to be literate in business and technology because we believe that business/technology competencies are essential for the success of all students. Students will encounter a business environment that is characterized by domestic and international diversity; therefore, they will need to practice interpersonal, teamwork, and leadership skills that will help them function successfully in that environment. In addition, they will need to effectively use technology as a tool for managing information to develop the lifelong learning skills that foster confidence in adapting to a workplace that is constantly changing.

## **District Mission**

The Chariho Regional School District ensures that all students meet high academic standards and are prepared for lifelong learning and productive global citizenship.

## **District Vision**

With a commitment to continuous improvement, the District's highly-qualified staff engages with students in state-of-the-art facilities to master challenging content, to promote creativity, and to foster critical thinking. The District is recognized by the community as its greatest asset.

## **District Beliefs**

We believe that high academic standards and research-informed decision making are critical...

All professionals operate from a belief that all students can learn and meet or exceed demanding standards.

All students at every level must be engaged in challenging academic experiences.

Rigorous academic standards are the foundation of this school District.

Instructional and program decisions must be data-informed and research-based.

Learning is a continuous lifelong process.

Schools must prepare students to be creative and critical thinkers, problem solvers, and effective communicators.

The physical, social, and emotional wellness of every child is necessary for optimum learning.

We believe that the larger community must be fully engaged in the learning process...

Education is a shared responsibility of students, parents, staff, and the community.

Students thrive when supported, nurtured, and engaged by the community.

In an environment that emphasizes school safety, everyone must be treated with kindness, dignity, and respect.

Schools must prepare students to be team members and leaders, community contributors, and productive citizens in a global society.

## **Business/Technology Education Course Offerings**

**Business in a Global Economy\***  
**Business Law I**  
**Business Law II**  
**Career Skills**  
**College Accounting\*+**  
**College Business\*+**  
**Entrepreneurship\***

**International Business Marketing I**  
**Marketing II - Sports and Entertainment**  
**Personal Finance I**  
**Personal Finance II+**  
**Principles of Accounting\***  
**Technology Applications for Innovation & Business**  
**Web Design**

\*NAF Curriculum

+College Credit Opportunity



## **Report on Knowledge Base for Business/Technology Education**

Students are motivated and learn best when they understand the relevance of what they are studying. Perhaps more than any other discipline, business education programs provide rich opportunities for relevant, real-world learning experiences. These experiences, often taught using a project-based learning approach, reinforce high academic standards and at the same time provide authentic contexts in which students can apply what they learn.

By giving students opportunities to apply skills in real-world contexts, teachers pave the way for competency-based mastery learning. Students actively engage in learning experiences that teach them what they should know and be able to do in business, while their teachers, using a variety of instructional strategies, function as facilitators and guides. This not only provides opportunities for learning more than just the immediate project skills, but also provides unique opportunities for building relationships.

## **Hallmarks of Excellence for Business/Technology Curriculum**

Desirable Features of the Curriculum:

### **MORE**

- Student-centered learning
- Hands-on simulations and projects
- Higher order thinking
- Authentic assessment
- Integrate technology
- Workplace/real world connections
- Cooperative group activities
- Application of skills
- Connections within business/technology disciplines as well as across disciplines

### **LESS**

- Lecture-based instruction
- End-of-chapter activities
- Memorization
- Objective testing
- Talk about technology
- Talk about the workplace
- Independent learning
- Talk about skills
- Isolated topics without connections to broader disciplines

## **Statement of Educational Goals for Business/Technology Curriculum**

In alignment with Chariho Regional High School's graduation requirements and 21<sup>st</sup> Century Skills, students with a focus in Business/Technology will demonstrate the ability to:

- Acquire, analyze, and evaluate information and ideas to effectively solve problems.
- Effectively utilize literacy skills: writing, listening, speaking, reading analysis, and reading interpretation.
- Work actively and cooperatively to achieve group goals.
- Be self-directed learners effectively using and connecting ideas and information from various disciplines.
- Display technological literacy.
- Manage personal finances.
- Communicate in their personal and professional lives.
- Apply their knowledge at the post-secondary level.
- Effectively apply the skills needed to succeed in business.
- Analyze problems from a global perspective and contribute to society as responsible and skilled citizens.

## **Content/Process Standards for Business/Technology Curriculum**

The Chariho Regional School District Business/Technology Content Standards for grades 9-12 are:

STANDARD BT 1.0: Explain the role that accountants play in business and society. (Principles of Accounting)

STANDARD BT 1.1: Demonstrate the skills and competencies required to be successful in the accounting profession and/or in accounting related career. (Principles of Accounting)

STANDARD BT 1.2: Use an annual report and financial statements to make informed business decisions. (College Accounting, College Business, Principles of Accounting)

STANDARD BT 1.3: Identify and describe generally accepted accounting principles (GAAP), explain how the application of GAAP impacts the recording of financial transactions, and the preparation of financial statements. (College Accounting, Principles of Accounting)

STANDARD BT 1.4: Complete the steps of the Accounting cycle in order to prepare the financial statements. (College Accounting, Principles of Accounting)

STANDARD BT 1.5: Apply appropriate accounting practices to payroll. (Principles of Accounting)

STANDARD BT 1.6: Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions. (College Accounting, College Business, Principles of Accounting)

STANDARD BT 1.7: Use mathematical procedure to analyze and solve business problems. (College Accounting, Personal Finance I, Personal Finance II, Principles of Accounting)

STANDARD BT 1.8: Explain the individual income tax procedures and requirements to comply with tax laws and regulations. (Personal Finance I)

STANDARD BT 2.0: Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law. (Business Law I)

STANDARD BT 2.1: Analyze the relationships between contract law, law of sales, and consumer law. (Business Law I, Business Law II)

STANDARD BT 2.2: Analyze the role and importance of agency law and employment law as they relate to the conduct of business in the national and international marketplace. (Business Law II)

STANDARD BT 2.3: Describe the major types of business organizations operating within the socioeconomic arena of the national and international marketplace. (Business Law I)

STANDARD BT 2.4: Explain the legal rules that apply to personal property and real property. (Business Law II)

STANDARD BT 2.5: Analyze the functions of commercial paper, insurance, secured transactions, and bankruptcy. (Business Law II)

STANDARD BT 2.6: Explain how advances in computer technology impact such areas as property law, contract law, criminal law, and international law. (Business Law II)

STANDARD BT 2.7: Explain the legal rules that apply to marriage, divorce, and child custody. (Business Law II)

STANDARD BT 2.8: Determine the appropriateness of wills and trusts in estate planning. (Business Law II)

STANDARD BT 3.0: Assess personal skills, abilities and aptitudes, and personal strengths and weaknesses as they relate to career exploration and development. (Career Skills)

STANDARD BT 3.1: Utilize career resources to develop a career information database that includes international career opportunities. (Business in a Global Economy, Career Skills)

STANDARD BT 3.2: Relate the importance of workplace expectations to career development. (Career Skills)

STANDARD BT 3.3: Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan. (Career Skills)

STANDARD BT 3.4: Develop strategies to make an effective transition from school to career. (Career Skills)

STANDARD BT 3.5: Relate the importance of lifelong learning to career success. (Career Skills)

STANDARD BT 3.6: Communicate in a clear, complete, concise, correct and courteous manner on personal and professional levels. (Career Skills)

STANDARD BT 3.7: Apply basic social communication skills in personal and professional situations. (Career Skills, Web Design)

STANDARD BT 3.8: Use technology to enhance the effectiveness of communication. (Career Skills, Technology Applications for Innovation & Business, Web Design)

STANDARD BT 4.0: Analyze the role of government in economic systems, especially the role of government in the US economy. (Business in a Global Economy, College Business, Personal Finance I, Personal Finance II)

STANDARD BT 4.1: Examine the role of trade, protectionism, and monetary markets in the global economy. (Business in a Global Economy, College Business, International Business)

STANDARD BT 4.2: Analyze how the US economy functions as a whole and describe selected macroeconomic measures of economic activity. (College Business)

STANDARD BT 5.0: Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers. (Personal Finance I, Personal Finance II)

STANDARD BT 5.1: Identify various forms of income and analyze factors that affect income as a part of the career decision-making process. (Personal Finance I)

STANDARD BT 5.2: Develop and evaluate a spending/savings plan. (Personal Finance I, Personal Finance II)

STANDARD BT 5.3: Evaluate savings and investment options to meet short- and long-term goals. (Personal Finance I, Personal Finance II)

STANDARD BT 5.4: Apply a decision-making model to maximize consumer satisfaction when buying goods and services. (Personal Finance I)

STANDARD BT 5.5: Evaluate services provided by financial deposit institutions to transfer funds. (Personal Finance I, Personal Finance II)

STANDARD BT 5.6: Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit. (Personal Finance I, Personal Finance II)

STANDARD BT 5.7: Analyze choices available to consumers for protection against risk and financial loss. (Personal Finance II)

STANDARD BT 5.8: Make financial decisions by systematically considering alternatives and consequences. (Personal Finance II)

STANDARD BT 5.9: Examine the purpose and importance of a will. (Personal Finance II)

STANDARD BT 6.0: Assess the impact of information technology on global society. (Business in a Global Economy, Technology Applications for Innovation & Business, Web Design)

STANDARD BT 6.1: Use various input technologies to enter and manipulate information appropriately. (Technology Applications for Innovation & Business, Web Design)

STANDARD BT 6.2: Gather, evaluate, use, cite, and disseminate information from technology sources. (Web Design)

STANDARD BT 6.3: Use, plan, develop, and maintain database management systems. (Technology Applications for Innovation & Business)

STANDARD BT 6.4: Describe, analyze, develop, and follow policies for managing ethical and legal issues in organizations and in a technology-based society. (Technology Applications for Innovation & Business)

STANDARD BT 7.0: Explain the role of international business and identify its benefits and costs; analyze how it impacts business at all levels (including the local, state, national, and international levels). (Business in a Global Economy, International Business)

STANDARD BT 7.1: Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the international business environment. (Business in a Global Economy, College Business, International Business)

STANDARD BT 7.2: Apply communication strategies necessary and appropriate for effective and mutually beneficial international business relations. (Business in a Global Economy, International Business)

STANDARD BT 7.3: Describe the factors that define what is considered ethical and socially responsible business behavior in a global business environment. (Business in a Global Economy, College Business, International Business)

STANDARD BT 7.4: Identify forms of business ownership and entrepreneurial opportunities available in international business. (Business in a Global Economy, College Business, International Business)

STANDARD BT 7.5: Relate balance of trade concepts to the import/export process. (Business in a Global Economy, College Business, International Business)

STANDARD BT 7.6: Analyze special challenges in operations and human resource management in international business. (International Business, Business in a Global Economy)

STANDARD BT 7.7: Explain the concepts, role and importance of international finances and risk management. (Business in a Global Economy, International Business)

STANDARD BT 8.0: Analyze the management functions and their implementation and integration within the business environment. (Business in a Global Economy, College Business, Entrepreneurship)

STANDARD BT 8.1: Analyze the organization of a business. (Business in a Global Economy, College Business, Entrepreneurship, Marketing II-Sports & Entertainment Marketing)

STANDARD BT 8.2: Examine the role of ethics and social responsibility in decision-making. (Business in a Global Economy, College Business, Entrepreneurship, Marketing II-Sports & Entertainment Marketing)

STANDARD BT 8.3 Describe human resource functions and their importance to an organization's successful operation. (College Business)

STANDARD BT 8.4: Describe the role of organized labor and its influence on government and business. (Personal Finance I)

STANDARD BT 8.5: Utilize information and technology tools to conduct business effectively and efficiently. (Business in a Global Economy, Technology Applications for Innovation & Business)

STANDARD BT 8.6: Analyze a business organization's competitive position within the industry. (College Business)



STANDARD BT 8.7: Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions. (College Accounting, Principles of Accounting)

STANDARD BT 8.8: Apply operations management principles and procedures to the design of an operations plan. (Entrepreneurship)

STANDARD BT 8.9: Examine the issues of corporate culture and managing in the global environment. (Business in a Global Economy, College Business, International Business)

STANDARD BT 9.0: Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics. (Business in a Global Economy, College Business, Entrepreneurship)

STANDARD BT 9.1: Develop a marketing vision to introduce a product or service. (Entrepreneurship, Marketing I, Marketing II -Sports & Entertainment Marketing)

STANDARD BT 9.2: Apply economic concepts when making decisions for an entrepreneurial venture. (Entrepreneurship)

STANDARD BT 9.3: Use the financial concepts and tools needed by the entrepreneur in making business decisions. (Entrepreneurship)

STANDARD BT 9.4: Recognize that entrepreneurs must establish, maintain, and analyze appropriate records to make business decisions. (Entrepreneurship)

STANDARD BT 9.5: Develop a management plan for an entrepreneurial venture. (Entrepreneurship)

STANDARD BT 9.6: Analyze the effect of cultural differences, export/import opportunities, and trends on an entrepreneurial venture in the global marketplace. (Entrepreneurship)

STANDARD BT 9.7: Analyze how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures. (Entrepreneurship)

STANDARD BT 9.8: Develop a business plan. (Entrepreneurship)

STANDARD BT 10.0: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual,

business, and society. (Business in a Global Economy, College Business, Marketing I, Marketing II-Sports & Entertainment Marketing)

STANDARD BT 10.1: Analyze the influence of external factors on marketing. (Business in a Global Economy, Marketing I, Marketing II - Sports & Entertainment Marketing)

STANDARD BT 10.2: Analyze the characteristics, motivations, and behaviors of consumers. (Business in a Global Economy, Marketing I, Marketing II - Sports & Entertainment Marketing)

STANDARD BT 10.3: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process. (Business in a Global Economy, College Business, Marketing I, Marketing II - Sports & Entertainment Marketing)

STANDARD BT 10.4: Analyze the role of marketing research in decision-making. (Marketing I, Marketing II - Sports & Entertainment Marketing)

STANDARD BT 10.5: Describe the elements, design, and purposes of a marketing plan. (Marketing I, Marketing II - Sports & Entertainment Marketing)

## **Business/Technology Performance Standards**

### **Business in a Global Economy**

Standard BT 3.1: Utilize career resources to develop a career information database that includes international career opportunities.

Students will demonstrate the ability to:

#### **CAREER RESOURCES AND RELATED INFORMATION**

- Evaluate several occupational interests, based on various criteria (e.g., educational requirements, starting salaries, and career ladder opportunities).
- Use available resources for projecting career opportunities and trends.

#### **INTERNATIONAL CAREER OPPORTUNITIES**

- Relate career interest to opportunities in the global economy.
- Describe the culture of a particular country and discuss the available career choices in that culture.
- Identify employment opportunities in international trade.
- Display understanding of the components of an effective job description.
- Demonstrate the ability to conduct an effective interview with an international business professional.

Standard BT 4.0 Analyze the role of government in economic systems, especially the role of government in the US economy.

Students will demonstrate the ability to:

- Characterize differing economic systems in a diverse range of countries.
- Describe the advantages and disadvantages of a particular approach to classifying economic systems.
- Describe key characteristics of command, free-market, and mixed-market economies.
- Compare and contrast the strengths and weaknesses of the three main economic systems.
- Differentiate between monetary and fiscal policies and identify when it may be appropriate to use a given policy.
- Analyze the effect of national debt or surplus on the economy.
- Analyze how taxes serve as an incentive or disincentive to individuals and institutions.
- Critique the ability of fiscal and monetary policies to influence the level of economic activity in the United States and abroad.
- Analyze the effect of the federal deficit on the economy.
- Analyze short- and long-term effects of deficit spending.

Standard BT 4.1 Examine the role of trade, protectionism, and monetary markets in the global economy.

Students will demonstrate the ability to:

- Determine how the supply and demand of a currency affect its foreign exchange rate.
- Compare and contrast absolute and comparative advantage.
- Discuss the advantages and disadvantages and distributive effects of trade restrictions.
- Appraise free trade agreements between and among nations.

Standard BT 6.0 Assess the impact of information technology on global society.

Students will demonstrate ability to

- Use technology to achieve academic success.
- Describe the impact of technology on the knowledge and skills needed for success in the workplace.
- Use information technology skills in today's learning.
- Apply information technology skills to lifelong learning.
- Monitor personal success in learning about international business.
- Summarize key learning across the project and the whole subject of international business.

Standard BT 7.0: Explain the role of international business and identify its benefits and costs; analyze how it impacts business at all levels.

Students will demonstrate the ability to:

- Describe the impact of international business activities on the local, state, national, and international economies.
- Interpret the impact of emerging economies and political changes on international operations.
- Describe the resources of major cities throughout the world.
- Create a plan to obtain the skills and qualifications to enter a selected international business career.
- Detail the process for securing travel documents.
- Explain factors affecting an international business trip.
- Assess risk involved in international business travel.

Standard BT 7.1: Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the international business environment.

Students will demonstrate the ability to:

**SOCIAL AND CULTURAL INFLUENCES**

- Compare the social roles of various populations in different countries.
- Define intercultural competence and discuss its importance when working in a global context.

- Describe how historical events shaped cultural and social structures of various countries.
- Recognize gift giving in business relationships in several cultures and give examples of appropriate gifts for persons in a given country.
- Compare business entertainment in various parts of the world.
- Discuss the significance of relationship building across different cultures.
- Compare and contrast the role of hierarchy across countries and how hierarchy affects business practices.
- Compare the business protocol of various countries.
- Analyze the value and use of time in various cultures.
- Develop a plan for receiving business visitors from a specific country.
- Define “Base of the Pyramid” markets and identify social and cultural differences in these markets that affect business markets.
- Describe how the process of globalization creates opportunities and challenges for businesses.
- Summarize the sources of encouragement and suppression of globalization.

#### POLITICAL ENVIRONMENT

- Discuss current world events that impact international business.
- Identify and explain formal and informal trade barriers.
- Analyze the impact of political environments on international business.
- Describe the implications of national political, economic, and legal differences on global management practices.
- Compare and contrast the world's dominant economic systems and how they integrate with global business.
- explain economic development and what determines it for nations.
- Display an understanding of how a nation's economic development level relates to potential business opportunities and risks.

Standard BT 7.2: Apply communication strategies necessary and appropriate for effective and mutually beneficial international business relations.

Students will demonstrate the ability to:

- Define culture and explain its elements.
- In a given language, use words and phrases important to business people.
- Explain the usage of names, titles, and ranks in different cultures and countries.
- Compare the business protocol of various countries.
- Explain how global business operations are affected by cultural differences.
- Evaluate the use of English in international communications.
- Identify examples of nonverbal communications affecting international business relationships and negotiations.
- Compare cultural attitudes about the use of time, silence, space, gestures, body language, and body and eye contact to successful international business relationships.

- Discuss how people from various cultures approach business negotiations.

Standard BT 7.3: Describe the factors that define what is considered ethical and socially responsible business behavior in a global business environment.

Students will demonstrate the ability to:

- Identify stakeholders to whom international companies are responsible.
- Identify current and emerging ethical issues in the global business environment.
- Explain how a country's culture, history, and politics can influence ethical decisions.
- Describe potential consequences of unethical business dealings in various international settings.
- Identify key proactive strategies that international companies can use to build an ethical business culture.
- Identify pressures that international firms may face when dealing with ethical business issues.
- Identify what is included in a Corporate Code of Ethical Conduct.
- Evaluate ethical dilemma scenarios and characterize an appropriate course of action.

Standard BT 7.4: Identify forms of business ownership and entrepreneurial opportunities available in international business.

Students will demonstrate the ability to:

- Suggest an appropriate form of business ownership for different international business situations.
- Identify organizations, government agencies, and other resources that a small and/or medium sized business might use to investigate international trade opportunities.
- Debate the advantages and disadvantages of expansion into international trade activities for a given business.
- Describe situations appropriate for indirect and direct exporting.
- Distinguish between licensing and franchising for international business activities.
- Describe internal and external factors that influence a company's international expansion.
- Create examples of joint ventures and strategic alliances for international business.
- Define foreign direct investments (FDI) and its importance in the global economy.
- Make generalizations about the impact of FDI on home and host countries.
- Distinguish between horizontal and vertical FDI and explain the benefits and risks of each.
- Describe how companies decide to make FDI.

Standard BT 7.5: Relate balance of trade concepts to the import/export process.

Students will demonstrate the ability to:

- Explain the reasons countries trade with each other.
- List the steps in the importing and exporting process.
- Identify the risks associated with importing and exporting.
- Describe situations appropriate for exporting.
- Analyze the import and export potential for a product or service.
- Describe the role of state and Federal agencies and other agencies and organizations that provide exporting information and assistance.
- Explain how historical events have contributed to the formation of strategic trade alliances.
- Discuss why governments impose trade barriers.
- Describe several international trade agreements and organizations.
- Calculate positive and negative trade balances.
- Describe potential resolutions for a negative trade balance.
- Discuss the benefits to countries for entering into trade agreements.
- Evaluate the impact of international trade on individual businesses and communities and propose solutions for minimizing any adverse effects.
- Deduce the most favorable terms of payment for a business transaction.
- Describe ways to improve export performance.

Standard BT 7.6: Analyze special challenges in operations and human resource management in international business.

Students will demonstrate the ability to:

- Describe uses of centralized and decentralized organizational structures.
- Explain quality standards as they relate to international commerce.
- Identify the factors that influence the application of managerial styles in different countries.
- Define such terms as host country, home country, expatriate, host country national, and third country.
- Identify how motivational techniques for workers may differ when used in different cultures.
- Discuss requirements for employment in various countries.
- Explain the advantages and disadvantages to a company in having access to a global labor pool.

Standard BT 7.7: Explain the concepts, role and importance of international finances and risk management.

Students will demonstrate the ability to:

- Describe how economic conditions, balance of payment situations, and political issues affect currency values.
- Distinguish between currencies.

- Define the role of central banks and how they affect currency values.
- Demonstrate the ability to perform currency conversions.
- Describe the international monetary system and supranational organizations such as the IMF and World Bank.
- Describe key milestones in the development of the international monetary system.
- Explain how a business finance trade with a partner in another country.
- Describe the functions of the foreign exchange market.
- Identify major foreign exchange and commercial risks associated with international business activities.
- Propose solutions to minimizing foreign exchange risks.
- Deduce the implications of the global monetary system with regard to international business strategy.
- Explain why international financial institutions are controversial.

Standard BT 8.0: Analyze the management functions and their implementation and integration within the business environment. Students will demonstrate the ability to:

#### PLANNING

- Discuss the importance of vision, mission, and goal setting within the context of the business environment.
- Describe the role of the strategic planning process.
- Analyze a business plan.

#### ORGANIZING

- Explain how management uses various resources in the organizing process to accomplish goals.
- Explain the advantage and disadvantages of centralization and decentralization.
- Describe how the organization provides accountability by delegating authority and assigning responsibility.

#### LEADING/DIRECTING

- Differentiate between leading and managing.
- Compare leadership styles.
- Identify the appropriate leadership style for a given situation.

#### EVALUATING/CONTROLLING

- Discuss the importance of the evaluating/controlling function in the business environment.
- Determine alternative actions (changing goals and changing strategies) when goals are not being met in a specific situation.

Standard BT 8.1: Analyze the organization of a business.

Students will demonstrate the ability to:



#### FORMS OF BUSINESS OWNERSHIP

- Identify variations of basic ownership forms (franchise, limited partnership, limited liability company, and S corporation).
- Compare the forms of business ownership.

#### MANAGEMENT LEVELS

- Describe the interaction between management levels.
- Differentiate between tall and flat organizational structures.

#### ORGANIZATIONAL STRUCTURE

- Discuss the interrelationships of a variety of organizational models (line, line and staff, and functional).
- Describe line versus staff departments and the authority relationship between them.
- Describe the effects of group dynamics on group decision-making and consensus building.

Standard BT 8.2: Examine the role of ethics and social responsibility in decision-making.

Students will demonstrate the ability to:

#### ETHICS

- Examine a business code of ethics.
- Identify the impact of unethical behavior on a business.
- Identify the relationship between ethics and governmental regulations.
- Identify guidelines for ethical decision-making.
- Identify ethical considerations resulting from various situations (technological advances, international competition, employer-employee relationships, and consumer relations).

#### SOCIAL RESPONSIBILITY

- Identify ways in which a business organization demonstrates social responsibility toward its internal and external stakeholders.

Standard BT 8.5: Utilize information and technology tools to conduct business effectively and efficiently.

Students will demonstrate the ability to:

#### TECHNOLOGY TOOLS

- Use appropriate technology tools for business applications.

#### INFORMATION MANAGEMENT

- Define knowledge management.
- Interpret, analyze, and synthesize information for use in decision-making.

#### E-BUSINESS

- Discuss the advantages and disadvantages of e-business.

Standard BT 8.9: Examine the issues of corporate culture and managing in the global environment.

Students will demonstrate the ability to:

#### LEGAL ISSUES

- Recognize the legal issues related to managing a business in the global environment.

#### ECONOMIC CONSIDERATIONS

- Recognize the economic impact of global business.
- Identify global economic factors that impact business.

#### WORKPLACE DIVERSITY

- Discuss the impact of diversity within the global environment.

#### GLOBAL PARTNERING

- Define forms of global partnering (licensing, joint ventures, exporting, importing, and franchising).
- Identify businesses that have global partners.
- Explain how businesses can profit through global expansion.
- Evaluate the benefits and drawbacks of globalization.

Standard BT 9.0: Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.

Students will demonstrate the ability to:

#### CHARACTERISTICS OF AN ENTREPRENEUR

- Define *entrepreneurship* and describe its impact on a free-market economy.
- Display understanding of the reasons for becoming an entrepreneur.
- Identify key qualities of successful business leaders.
- Analyze the degree to which one possesses the characteristics of an entrepreneur.
- Analyze the personal advantages and risk of owning a business.
- Describe the paths to becoming an entrepreneur.

Discuss entrepreneurship as a choice for women and minorities.

#### ROLE OF THE ENTREPRENEUR

- Analyze the tradeoffs between the roles of a manager and entrepreneur.

#### OPPORTUNITY/PROBLEM RECOGNITION AND PURSUIT

- Utilize virtual entrepreneurs, blogs, webcasts, webouts, and various other technology avenues to identify and solve various business problems.
- Compare and contrast the advantages and disadvantages of buying an existing business, starting an entirely new business, or purchasing a franchise.
- Describe where business ideas come from and how they are evaluated.
- Compare and contrast alternative business ideas and identify the ones with possibilities.
- Identify current market trends that provide opportunity to entrepreneurs in a given scenario.
- Describe an entrepreneurial opportunity and formulate the steps in establishing a business orient.

Standard BT 10.0: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

Students will demonstrate the ability to:

- Recognize that a successful marketing strategy is built on positive customer relationships.
- Recognize how the elements of the marketing mix (product, price, plan, and promotion) create an image or personality position for a product or company.
- Describe the wide scope of marketing: business-to-consumer, business-to-business, industrial, nonprofit, personal, government, and electronic.
- Describe the importance of marketing in a global society.
- Compare and contrast marketing approaches in different countries.

Standard BT 10.1: Analyze the influence of external factors on marketing.

Students will demonstrate the ability to:

#### GOVERNMENT AND LEGAL REGULATIONS

- Describe the impact of specific marketing regulations/laws on both domestic and international business.

#### ETHICAL ISSUES

- Describe a code of ethical behavior for marketing.
- Differentiate between ethical and unethical marketing practices.
- Explain how unethical behavior can lead to government regulations.

#### ECONOMIC ISSUES

- Determine the ways in which economic conditions, both domestic and international, affect marketing.

#### COMPETITIVE ENVIRONMENT

- Describe ways competition affects marketing decisions.

#### STAKEHOLDERS

- Identify special interest groups concerned with marketing policy (stockholders, consumer groups, labor groups, and environmental groups).
- Describe the ways in which special interest groups influence marketing (pressure from government and labor groups).
- Analyze the ways in which marketers may respond to the concerns of special groups.

#### SOCIOCULTURAL ISSUES

- Describe ways cultural differences, both domestic and international, affect marketing activities.
- Analyze ways in which marketers may respond to the concerns of cultural groups.

#### TECHNOLOGY

- Explain the importance of having a technological edge over the competition (faster to market with new product).
- Determine new ways of marketing products using emerging and evolving technologies.

Standard BT 10.2: Analyze the characteristics, motivations, and behaviors of consumers.

Students will demonstrate the ability to:

#### CHARACTERISTICS OF CONSUMER BEHAVIOR

- Describe the impact of consumer differences (life stages and socioeconomic characteristics) on buying decisions.
- Differentiate between ultimate consumers and other types of consumers (government, business, industry, and nonprofit).
- Describe characteristics of the changing domestic and global populations (e.g., demographics, psychographics, and geographics).
- Differentiate between rational (cognitive) and emotional (affective) buying motives.
- Examine the ways the appearance of a business (including professional offices, online businesses, and in-store businesses) impact a customer's perceptions and expectations.

#### SEGMENTATION AND TARGET MARKETS

- Define market segmentation and describe how it is used.
- Identify the tools of market segmentation (demographics, psychographics, and geographics).
- Explain ways that segmentation can be used to identify target markets.

Standard BT 10.3: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.

Students will demonstrate the ability to:

#### PRODUCTS AND SERVICES

Classification:

- Classify products in consumer categories (convenience, shopping, and specialty goods) or industrial categories (raw materials, component

parts, and installations).

#### New Product Development and Ideas.

- Describe the process for new product and service development (conception, development, and test marketing).
- Identify ethical issues associated with product development.
- Examine global opportunities for new products.
- List and explain the reasons to vary product features, pricing, distribution strategy, advertising, and promotion to reach a specific target market.
- Compare and contrast product standardization and localization marketing strategies.

#### Packaging.

- Explain ethical and socially responsible considerations of packaging.
- Identify packaging options for different market segments.

#### Branding.

- Identify qualities of an effective brand.
- Explain the impact of brands on consumer behavior.
- Examine reasons for brand loyalty.

#### Product Mix.

- Define product mix.
- Examine the role consumer demand plays in line extension, brand extension, and new product lines.

#### Product Life Cycle.

- Describe the stages of a product life cycle.
- Examine the product life cycle stage in which a product is located.

#### PLACE

- Examine direct and indirect channels of distribution (wholesaler, agent, and broker) and when each is most appropriate to use.
- Describe evolving technologies (the Internet) as a channel of distribution.

#### PRICE

- Identify pricing strategies (line, loss leader, psychological, penetration, and skimming) and situations in which each is applicable.
- Calculate a product's price using different pricing methods.
- Explain ways that government regulations/laws affect pricing practices (price discrimination and collusion).
- Explain the impact of evolving technologies on the changing roles of buyers and sellers in determining price.

#### PROMOTION

##### Advertising.

- Evaluate factors used to determine media selection.
- Identify methods for evaluating the effectiveness of various forms of advertising (print, broadcast, and electronic).
- Evaluate media pricing in relation to reach and frequency.
- Identify ethical issues (false and misleading advertising, copyright infringement, and age group discrimination).
- Recognize the impact of different cultural standards on advertising.
- Recognize marketing opportunities created by new communication technologies.

Sales Promotion.

- Describe the purposes of various types of sales promotion (encouraging repeat purchases and building traffic).
- Evaluate alternative forms of sales promotion.
- Identify legal issues related to various forms of sales promotion (sweepstakes, contests, and giveaways).

Public Relations and Publicity.

- Identify various forms of public relations activities.
- Differentiate between public relations activities (which are largely controllable) and publicity (which is largely uncontrollable).

Personal Selling.

- Demonstrate the steps involved in the personal selling process.
- Explore the ethical issues involved in personal selling (high pressure sales and misrepresenting product information).
- Examine the role of salespersons in building customer relationships.

<b>Business in a Global Economy Scope and Sequence</b>		
<b>Quarter</b>	<b>Major Concepts</b>	<b>Standards</b>
1	Economic Decisions, Business Organization, Entrepreneurship and Small Business Management. <ul style="list-style-type: none"> <li>● Analyze the role of government in economic systems, especially the role of government in the US economy.</li> <li>● Analyze the management functions and their implementation and integration within the business environment.</li> </ul>	BT 4.0 BT 8.0 BT 8.1 BT 9.0 BT 8.5

	<ul style="list-style-type: none"> <li>Analyze the organization of a business.</li> <li>Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.</li> <li>Utilize information and technology tools to conduct business effectively and efficiently.</li> </ul>	ISTE 1.b, 2.b, 3.a, 3.b, 3.c, 3.d, 6.a, 6.b, 6.c, 6.d, 7.b, 7.c, 7.d
2	<p>Marketing, Business in the Global Economy.</p> <ul style="list-style-type: none"> <li>Utilize career resources to develop a career information database that includes international career opportunities.</li> <li>Examine the role of trade, protectionism, and monetary markets in the global economy.</li> <li>Assess the impact of information technology on global society.</li> <li>Explain the role of international business and identify its benefits and costs; analyze how it impacts business at all levels.</li> <li>Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the international business environment.</li> <li>Apply communication strategies necessary and appropriate for effective and mutually beneficial international business relations.</li> <li>Describe the factors that define what is considered ethical and socially responsible business behavior in a global business environment.</li> <li>Identify forms of business ownership and entrepreneurial opportunities available in international business.</li> <li>Relate balance of trade concepts to the import/export process.</li> <li>Analyze special challenges in operations and human resource management in international business.</li> <li>Explain the concepts, role and importance of international finances and risk management.</li> <li>Examine the role of ethics and social responsibility in decision-making.</li> <li>Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.</li> <li>Examine the issues of corporate culture and managing in the global environment.</li> </ul>	BT 3.1 BT 4.1 BT 6.0 BT 7.0 BT 7.1 BT 7.2 BT 7.3 BT 7.4 BT 7.5 BT 7.6 BT 7.7 BT 8.2 BT 10.3 BT 8.9 BT 8.5 BT 10.0 BT 10.1 BT 10.2  ISTE 1.b, 2.b, 3.a, 3.b, 3.c, 3.d, 6.a, 6.b, 6.c, 6.d, 7.b, 7.c, 7.d

	<ul style="list-style-type: none"> <li>● Utilize information and technology tools to conduct business effectively and efficiently.</li> <li>● Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.</li> <li>● Analyze the influence of external factors on marketing.</li> <li>● Analyze the characteristics, motivations, and behaviors of consumers.</li> </ul> <p>End of course NAF Global Project.</p>	
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## **Business Law I**

Standard BT 2.0: Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.

Students will demonstrate the ability to:

### **THE LAW, ETHICS, AND SOCIAL RESPONSIBILITY**

- Distinguish unethical from illegal conduct.
- Identify consequences of unethical conduct.
- Identify consequences of illegal conduct.
- Identify that contribute to developing ethical and legal lifestyle.
- List the four main sources of the law.
- Demonstrate the need for social responsibility.

### **SOURCES OF THE LAW**

- Explain the roles of the local, state, and federal governments.
- Describe the powers of the federal and state government as stated in the U.S. Constitution.
- Identify the basic freedoms guaranteed by the Bill of Rights.



- Describe several key constitutional amendments beyond the Bill of Rights.
- Compare and contrast the U.S. Constitution with state, territory, and province constitutions.
- Explain how courts make law using precedent and the role of stare decisis.
- Explain how to read both case and statutory citation.

#### STRUCTURE OF THE COURTS

- Differentiate between cases that belong within the jurisdiction of the federal and state, territory, and province court systems.
- Compare the role of the juvenile court with the role of the other courts within a state, territory, or province.
- Explain the role of the national and state, territory, and province appellate courts.
- Differentiate between the roles of the U.S. Supreme Court and state, territory, and province supreme courts.
- Discuss types of legal systems that are different from the U.S. and Canadian Systems.
- Differentiate between the rules of the International Law Commission, the U.N. Commission on International Trade Law, the U.N. Commission on Contracts for the International Sale of Goods (CISG), International Monetary Fund, the World Bank, and the World Trade Organization.
- Explain the role and powers of the International Court of Justice.

#### CLASSIFICATION OF PROCEDURAL LAW

- Define litigation.
- Define alternate dispute resolution (ADR).
- Define administrative hearing.
- Explain the advantages and disadvantages of arbitration, mediation, and conciliation.
- Compare and contrast the steps in a civil lawsuit with the steps in a criminal prosecution.
- List and explain the steps in criminal and civil trials.
- Describe the appellate process in criminal and civil cases.
- Define the statute of limitations.

#### CLASSIFICATION OF SUBSTANTIVE LAW

- Define different types of business crime (arson, forgery, and embezzlement).
- Explain the concept of “white collar crime” and provide examples.
- Determine several defenses to criminal acts (insanity defense and self-defense).
- Distinguish between a tort and a crime.
- Differentiate between and give examples of negligence and intentional torts.
- Explain the concepts of the reasonable person test and proximate cause.
- Explain the concept of strict liability and describe circumstances under which it is imposed.

- Define “negligence per se” and give examples of circumstances under which it applies.
- Describe the penalties available in criminal law and the remedies available in tort law.

Standard BT 2.1: Analyze the relationships between contract law, law of sales, and consumer law.

Students will demonstrate the ability to:

#### CONTRACT LAW

- Differentiate between classes of contracts (bilateral and unilateral, express and implied, and oral and written).
- Explain how offer and acceptance can create contractual rights and duties.
- Define counteroffer and describe the effects of a counteroffer in various contractual situations.
- Determine whether or not an agreement is definite enough to be enforced as a contract.
- Differentiate between the ways that assent can be undermined (fraud, non-disclosure, misrepresentation, mistake, duress, and undue influence).
- Define and distinguish between different types of consideration and list the exceptions to the requirements of consideration.
- Explain a minor’s right to avoid a contract.
- Identify categories of people who lack contractual capacity.
- Describe the concept of unconscionability and compare it to illegality.
- List the essential information that should be included in writing under the statute of frauds.
- Explain the parole evidence rule.
- Describe the various rules applied to the interpretation of contracts.
- Explain the various rules applied to contracts involving third parties.
- List the ways a contract can be discharged.
- Describe breach of contract and the remedies available when a contract is breached.
- Discuss the impact of the laws of different countries on contractual transactions.

Standard BT 2.3: Describe the major types of business organizations operating within the socioeconomic arena of the national and international marketplace.

Students will demonstrate the ability to:

#### SOLE PROPRIETORSHIPS AND PARTNERSHIPS

- Explain the legal procedures for forming and running a sole proprietorship.
- Describe legislation that affects partnerships.
- Explain the property rights involved in partnerships under the Uniform Partnership Act (UPA) and the Revised Uniform Partnership Act

(RUPA) [(e.g., tenancy in partnership and sharing of profits)].

- Explain all additional rights and duties involved in partnerships under the UPA and/or the RUPA.
- Contrast the process of ending a partnership under the UPA and/or the RUPA.
- Explain the difference between the dissociation and the dissolution of a partnership.
- Distinguish between a limited partnership and a general partnership.
- Describe how the Revised Uniform Limited Partnership Act affects limited partnership.
- Explain the rights and duties of limited partners and general partners in a limited partnership.
- Explain the distribution of assets after the dissolution of a limited partnership.
- Differentiate between other partnership-type business organizations (e.g., joint ventures, limited partnership associations, and registered partnerships having limited liability).

#### CORPORATIONS

- Differentiate between types of corporations (e.g., profit, nonprofit, professional, domestic, foreign, and alien corporations).
- Explain the steps in forming a corporation.
- Explain the circumstances under which the courts may disregard the corporate entity and “pierce the corporate veil.”
- Describe the functions of the board of directors and officers of a corporation with regard to control of corporate affairs.
- Differentiate between common and preferred stock.
- Identify shareholders rights (e.g., right to receive dividends, right to vote, right to transfer stock, right to inspect the books) and preemptive rights.
- Explain the nature of the shareholders’ liability.
- Describe when promoters, directors, and officers are liable to the corporation, shareholders, and third persons.
- Describe how shareholders can increase their voting control within a corporation.
- Differentiate between types of corporate expansion (e.g., mergers, consolidations, and conglomerates).
- Differentiate between an asset acquisition and a stock acquisition.
- Explain the nature of a takeover bid.
- Explain how the directors of a corporation can fight a potential takeover bid.
- Explain the nature of state anti-takeover statutes.
- Identify federal, state, territory, and province statutes that regulate corporations.
- Describe the ways corporate existence may be terminated.

#### LIMITED LIABILITY COMPANIES

- Define a limited liability company.
- Explain the steps in forming a limited liability company.

- Explain the advantages and disadvantage of doing business as a limited liability company.
- Explain the nature of management responsibilities in a limited liability company.
- Describe the effects of the tax code on limited liability companies.

<b>Business Law I Scope and Sequence</b>		
<b>Quarter</b>	<b>Major Concepts</b>	<b>Standards</b>
1	<p>Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.</p> <ul style="list-style-type: none"> <li>● The law, ethics, and social responsibility.</li> <li>● Sources of the law</li> <li>● Structure of the courts.</li> <li>● Classification of procedural law.</li> <li>● Classification of substantive law.               <ul style="list-style-type: none"> <li>○ Project-Oral Presentation.</li> <li>○ Project-Visual Media Presentation.</li> </ul> </li> </ul> <p>Analyze the relationships between contract law, law of sales, and consumer law.</p> <ul style="list-style-type: none"> <li>● Introduction to contract law.</li> </ul>	<p>BT 2.0 BT 2.1</p> <p>ISTE 1.b, 2.a, 2.b, 3.a, 3.b, 3.c, 3.d, 5.b, 5.c, 6.a, 6.b, 6.c, 7.b, 7.c, 7.d</p>
2	<p>Analyze the relationships between contract law, law of sales, and consumer law (continued).</p> <ul style="list-style-type: none"> <li>● Explain how offer and acceptance can create contractual rights and duties.</li> <li>● Determine whether an agreement is definite enough to be enforced as a contract.</li> <li>● Define and distinguish between different types of consideration.</li> <li>● Identify categories of people who lack contractual capacity.</li> </ul>	<p>BT 2.1 BT 2.3</p> <p>ISTE 1.b, 2.a, 2.b, 3.a, 3.b, 3.c, 3.d, 5.b,</p>

	<ul style="list-style-type: none"> <li>● Describe the concept of unconscionability and compare it to illegality.</li> </ul> <p>Describe the major types of business organizations operating within the socioeconomic arena of the national and international market place.</p> <ul style="list-style-type: none"> <li>● Sole proprietorships and partnerships.</li> <li>● Corporations.</li> <li>● Limited liability companies. <ul style="list-style-type: none"> <li>○ Project-Oral Presentation.</li> <li>○ Project-Visual Media Presentation.</li> </ul> </li> </ul> <p>Mock Trial</p> <ul style="list-style-type: none"> <li>● Titanic-Negligence.</li> </ul>	<p>5.c, 6.a, 6.b, 6.c, 7.b, 7.c, 7.d</p>
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## Business Law II

Standard BT 2.1: Analyze the relationships between contract law, law of sales, and consumer law.

Students will demonstrate the ability to:

### CONTRACT LAW

- Whether or not an agreement is definite enough to be enforced as a contract.
- Differentiate between the ways that assent can be undermined (fraud, non-disclosure, misrepresentation, mistake, duress, and undue influence).
- Define and distinguish between different types of consideration and list the exceptions to the requirements of consideration.
- Explain a minor's right to avoid a contract.
- Differentiate between classes of contracts (bilateral and unilateral, express and implied, and oral and written).
- Explain how offer and acceptance can create contractual rights and duties.
- Define counteroffer and describe the effects of a counteroffer in various contractual situations.
- Determine Identify categories of people who lack contractual capacity.
- Describe the concept of unconscionability and compare it to illegality.
- List the essential information that should be included in writing under the statute of frauds.
- Explain the parole evidence rule.
- Describe the various rules applied to the interpretation of contracts.

- Explain the various rules applied to contracts involving third parties.
- List the ways a contract can be discharged.
- Describe breach of contract and the remedies available when a contract is breached.
- Discuss the impact of the laws of different countries on contractual transactions.

Standard BT 2.2: Analyze the role and importance of agency law and employment law as they relate to the conduct of business in the national and international marketplace.

Students will demonstrate the ability to:

#### AGENCY

- Distinguish between an agent and individuals such as independent contractors, real estate brokers, bailees, and trustees.
- Distinguish between a general power of attorney, a durable power of attorney, and a limited power of attorney.
- Explain the different types of agents.
- Explain the different types of principals.
- Define ratification and its elements.
- Explain the concept of vicarious liability.

#### EMPLOYMENT

- Explain the relationship of Title VII of Civil Rights Act to employment.
- Explain the difference between disparate treatment and disparate impact in discrimination cases.
- Explain the 1972, 1978, and 1991 amendments to the Civil Rights Act of 1964.
- Determine what question can and cannot be asked during an employment interview.
- Describe the employer's responsibilities to verify an employee's status in the U.S.
- Demonstrate an understanding of the basis on which employees or applicants may be asked to take tests (e.g., aptitude, psychological, polygraph, and drug tests).
- Identify legislation that regulates employee rights (e.g., Americans with Disabilities Act, Age Discrimination in Employment Act, Family and Medical Leave Act, Uniformed Services Employment and Reemployment Rights Act, and Older Workers Benefit Protection Act).
- Identify legislation that regulates employment conditions (e.g., Fair Labor Standards Act, Immigration Reform and Control Act, Employment Retirement Income Security Act (ERISA), and Occupational Safety and Health Act).
- Identify legislation that guarantees worker benefits (e.g., unemployment insurance, pension protection, workers' compensation, and Social Security legislation).
- Describe the collective-bargaining process.
- Identify legislation that regulates union activities (e.g., National Labor Relations Act, Taft-Hartley Act, and Landrum-Griffin Act, and the

- Worker Adjustment and Retraining Notification Act (WARN)).
- Identify the role of the National Labor Relations Board.

Standard BT 2.4: Explain the legal rules that apply to personal property and real property.

Students will demonstrate the ability to:

#### PERSONAL PROPERTY

- List different methods by which property is acquired.
- State the requirements of a completed gift.
- Identify the forms of co-ownership of personal property.
- Explain how bailment is created and describe the standard of care different bailees are required to exercise over bailed property.
- Identify the extraordinary obligations of innkeepers, common carriers, and warehouses.

#### REAL PROPERTY

- Distinguish among liens, licenses, and easements and explain the differences.
- List the major estates in land and describe the major features of each.
- List and describe the forms of co-ownership of real property.
- Explain the method of transferring title (deeding) to real property.
- Describe the kinds of rental relationships that landlords and tenants may create.

#### INTELLECTUAL PROPERTY

- List and define the different types of intellectual property (e.g., trademark, trade name, trade dress, copyright, patent, trade secret).
- Describe how each type of intellectual property is created and legally protected.
- Describe how intellectual property rights terminate or can be lost.
- List the sources of law that provide protection for intellectual property.
- Distinguish among a utility patent, a design patent, and a plant patent.
- Discuss the principal features of the Federal Patent Statute.
- Explain copyright law, including the procedure for obtaining a copyright, copyright infringement, and the fair use doctrine.
- Outline principal features of common law trademarks, state trademark statutes, the Federal Trademark Act, and the Federal Dilution Act.

Standard BT 2.5: Analyze the functions of negotiable instruments, insurance, secured transactions, and bankruptcy.

Students will demonstrate the ability to:

#### INSURANCE

- Define insurance and differentiate between requirements for an insurable interest for property insurance and those needed for life

insurance.

- Compare and contrast the different types of life insurance (ordinary, limited payment, endowment, and term).
- Compare and contrast the different types of property insurance (automobile, homeowner's, and marine).
- Explain some of the differences in health insurance coverage.

Standard BT 2.6: Explain how advances in computer technology impact such as areas as property law, contract law, criminal law, and international law.

Students will demonstrate the ability to:

#### BASICS OF COMPUTER LAW

- Define the key terms involved in computer law.
- Identify the areas of the law affected by the use of computers.

Standard BT 2.7: Explain the legal rules that apply to marriage, divorce, and child custody.

Students will demonstrate the ability to:

#### MARRIAGE

- Identify the issues and concerns that might be included in a prenuptial agreement.
- Distinguish between common law and ceremonial marriages.
- Identify the types of marriages that are prohibited by law.
- Define "domestic partnership" and explain how it is created under various state laws.

#### DIVORCE AND ITS LEGAL CONSEQUENCES

- Describe the various state laws related to the distribution of property in a divorce.
- Explain the law of domestic relations as it relates to child custody.
- Outline the law of domestic relations as it related to spousal and child support.

Standard BT 2.8: Determine the appropriateness of wills and trusts in estate planning.

Students will demonstrate the ability to:

#### WILLS

- Define testamentary capacity and testamentary intent.
- Identify the requirements necessary for a valid will.
- Define a holographic will.
- Distinguish between signing, attesting, and publishing a will.



- Explain how a will may not be modified or revoked.
- Distinguish between the protections given to spouses and to children under the law of wills.
- Explain what happens to a decedent’s estate when a person dies without a will.
- Explain the effect of holding property in joint tenancy.
- Define “living will”.

**TRUSTS**

- Define a trust and identify the key characteristics.
- Explain the advantages and disadvantages of establishing a trust.
- Describe the various types of trusts (e.g. living, testamentary, charitable, private, spendthrift, revocable, and irrevocable trusts).

<b>Business Law II Scope and Sequence</b>		
<b>Quarter</b>	<b>Major Concepts</b>	<b>Standards</b>
1	<p>Analyze the relationships between contract law, law of sales, and consumer law.</p> <p>Sales Contracts.</p> <ul style="list-style-type: none"> <li>● Describe various rules applied to the interpretation of contracts.</li> <li>● Discuss the impact the laws of different countries on contractual transactions.</li> </ul> <p>Explain the legal rules that apply to personal property and real property.</p> <ul style="list-style-type: none"> <li>● Personal property: list different methods of which property is acquired.</li> <li>● Real property: list and describe the forms of co-ownership of real property.</li> <li>● Intellectual property: list and define the different types of intellectual property.</li> </ul> <p>Explain how advances in computer technology impact such as areas as property law, contract law, criminal law, and international law.</p> <ul style="list-style-type: none"> <li>● Define key terms involved in computer law.</li> <li>● Identify the areas of law affected by the use of computers.</li> </ul> <p>Project-Visual Media Presentation--cybercrimes.</p>	<p>BT 2.1 BT 2.2 BT 2.4 BT 2.6</p> <p>ISTE 1.b, 2.a, 2.b, 3.a, 3.b, 3.c, 3.d, 5.b, 5.c, 6.a, 6.b, 6.c, 7.b, 7.c, 7.d</p>

2	<p>Analyze the functions of negotiable instruments, insurance, secured transactions, and bankruptcy.</p> <ul style="list-style-type: none"> <li>● Define insurance and differentiate between requirements for an insurable interest for property insurance and those needed for life insurance.</li> </ul> <p>Explain the legal rules that apply to marriage, divorce, and child custody.</p> <ul style="list-style-type: none"> <li>● Identify the issues and concerns that might be included in a prenuptial agreement.</li> <li>● Distinguish between common law and ceremonial marriages.</li> <li>● Identify the types of marriages that are prohibited by law.</li> <li>● Define “domestic partnership” and explain how it is created under various state laws.</li> <li>● Describe the various state laws related to the distribution of property in a divorce, child custody, and spousal/child support.</li> </ul> <p>Determine the appropriateness of wills and trusts in estate planning.</p> <ul style="list-style-type: none"> <li>● Identify the requirements necessary for a valid will.</li> <li>● Explain the advantages and disadvantages of establishing a trust.</li> </ul> <p>Project-Visual Media Presentation--interstate marriage laws.</p>	<p>BT 2.5 BT 2.7 BT 2.8</p> <p>ISTE 1.b, 2.a, 2.b, 3.a, 3.b, 3.c, 3.d, 5.b, 5.c, 6.a, 6.b, 6.c, 7.b, 7.c, 7.d</p>
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## Career Skills

Standard BT 3.0: Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.

Students will demonstrate the ability to:

### PERSONAL SKILLS, ABILITIES, AND APTITUDES

- Assess and analyze personal talents, values, and interest as they may relate to a future career, based on the completion of standardized career interest in personality indicator assessments.
- Evaluate and reconcile peer feedback.
- Compare personal skills and aptitudes with various career options.
- Correlate personal characteristics with the requirements of specific jobs within career clusters.
- Determine attitudes needed for career success.
- Identify transferable competencies and job specific skills related to career and job options.

Standard BT 3.1: Utilize career resources to develop a career information database that includes international career opportunities.

Students will demonstrate the ability to:

#### CAREER RESOURCES AND RELATED INFORMATION

- Evaluate several occupational interests, based on various criteria (e.g., educational requirements, starting salaries, and career ladder opportunities).
- Use available resources for projecting career opportunities and trends.

#### INTERNATIONAL CAREER OPPORTUNITIES

- Relate career interest to opportunities in the global economy.
- Describe the culture of a particular country and discuss the available career choices in that culture.
- Identify employment opportunities in international trade.

Standard BT 3.2: Relate the importance of workplace expectations to career development.

Students will demonstrate the ability to:

#### WORK ETHIC

- Illustrate how personal qualities transfer from school to the workplace.
- State ways in which the honesty and integrity of coworkers affect work performance.
- Describe appropriate time management techniques and their application in the workplace.
- Explain how product quality affects job stability.

#### WORKPLACE RELATIONSHIPS

- Describe how the workplace environment influences behavior.
- Demonstrate appropriate interpersonal skills for working with and for others.
- Demonstrate appropriate employer and employee interactions in workplace situations.
- Demonstrate appropriate employee and customer interactions in workplace situations.
- Identify techniques for maintaining a healthy self-esteem and for maintaining and projecting a positive attitude.
- Explain the importance of maintaining professionalism in work relationships.

#### WORKPLACE DIVERSITY

- Describe ways in which work can help resolve social and economic problems.
- Discuss social and economic factors that have resulted in changing career patterns for a diverse workforce.
- Demonstrate how behavior influences the actions of coworkers.
- Illustrate techniques for eliminating gender bias and stereotyping.

- Formulate strategies for working effectively with coworkers of varying age groups, cultures, and mental or physical abilities.
- Describe ways tasks and the workplace environment can be structured to accommodate the diverse needs of workers.

#### WORKPLACE COMMUNICATION

- Demonstrate effective interpersonal skills in a work relationship.
- Develop effective oral communication skills that include listening, active listening, and verbal skills.
- Demonstrate techniques for responding to and working with individuals under stress.
- Develop skills to give and receive constructive criticism.
- Demonstrate appropriate telephone and email etiquette.
- Demonstrate correct grammar, spelling, and technical writing skills.

#### CONTINUAL SKILLS IMPROVEMENT

- Identify ways to use feedback to improve skills.
- Identify resources for developing and strengthening workplace skills.

#### VIRTUAL WORK ENVIRONMENT

- Compare how performing a job in a virtual work environment differs from performing the same job in a traditional work setting.

#### CAREER AND JOB SELF-MANAGEMENT

- Demonstrate project planning and management skills.
- Explain the advantages and disadvantages of temporary work in the pursuit of career goals.
- Describe activities that may be used to bring about a balance between personal and career interest.

Standard BT3.3: Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.

Students will demonstrate the ability to:

#### SELF-ASSESSMENT AND CAREER RESEARCH

- Identify considerations for making responsible educational and occupational choices.
- Locate sources of financial assistance.
- List the steps necessary to apply for financial assistance.
- Identify how part-time jobs can contribute to career development.

#### SHORT-LONG TERM CAREER GOALS

- Compare advantages and disadvantages of various programs utilized to attain career goals (e.g., secondary and postsecondary education, distance learning, and employer-provided training).
- Apply skills developed in academic and technical programs to career goals.
- Determine how educational achievement impacts one's choice of a college major, further training and/or entry into the job market.

- Demonstrate the ability to set, monitor, and achieve clearly defined goals.

#### INDIVIDUAL CAREER PLAN

- Create and implement a career plan that includes the required steps to transition from high school to postsecondary education/training or the workplace.
- Explore opportunities for appropriate employment and continuing education.
- Develop a network of people who can assist in achieving career goals.

Standard BT3.4: Develop strategies to make an effective transition from school to career.

Students will demonstrate the ability to:

#### WORKPLACE EXPERIENCES

- Identify high school programs that articulate with post-secondary educational programs, industry-based training, and technical education programs in a chosen career field.

#### CAREER DEVELOPMENT FILE AND EMPLOYMENT PORTFOLIO

- Prepare electronic resumes and cover letters.
- Assemble a career management electronic file for use in lifelong career activities that includes transcripts, diplomas, certificates, licenses, forms of identification, and educational and employment history information.
- Develop an electronic career portfolio of items including resumes, sample cover letters, letters of recommendation, examples of work and technical skills, awards, and documentation of extracurricular activities and community service activities.
- Use evolving technologies to enhance the career portfolio.

#### JOB SEARCH STRATEGIES

- Explain the importance of researching prospective employers.
- Identify the types of information that should be researched relating to prospective employers.
- Identify appropriate sources of job leads (e.g., newspapers, trade journals, internet, job banks, and personal networking).
- Develop criteria for selecting prospective employers.
- Demonstrate the ability to describe personal skills to interviews.
- Demonstrate appropriate interviewing techniques through participation in mock or actual interviews.
- Explain the importance of appropriate interview follow up techniques.
- List tasks to be completed following the interview.
- Identify techniques for negotiating monetary and benefit compensation.
- Identify appropriate factors for evaluating job offers and deciding whether to accept or reject them.

Standard BT 3.5: Relate the importance of lifelong learning to career success.

Students will demonstrate the ability to:

#### PERSONAL GROWTH

- Analyze school/work evaluations to assess strengths, weaknesses, and areas for improvement.
- Relate the importance of education to meeting identified goals.
- Describe benefits of participating in school and community activities.
- Discuss how health, motivation, and physical fitness enhance performance.

#### CAREER GROWTH

- Discuss the importance of flexible career planning and career self-management.
- Identify career opportunities resulting from new and emerging technologies.
- Demonstrate appropriate techniques for resigning from a position.

Standard BT 3.6: Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.

Students will demonstrate the ability to:

#### SOCIAL AND BUSINESS LISTENING

- Listen discriminately to separate fact from opinion.
- Evaluate media and spoken presentations analytically and critically.
- Assess and respond to a speaker's nonverbal message.
- Identify and overcome major barriers to listening.
- Discuss the value of salience in communication as a nonverbal cue.
- Direct courteous attention to multiple speakers within a group.
- Give examples of how nonverbal messages have different meanings in various cultures.

#### SPOKEN COMMUNICATION

- Demonstrate an awareness and acceptance of multicultural and regional speech differences.
- Organize and lead discussions.
- Discuss the preliminary steps involved in creating spoken presentations.
- Use proper techniques when delivering a formal spoken presentation.
- Use technology appropriately to enhance spoken presentations.
- Handle both friendly and hostile questions effectively in formal and informal situations.
- Use standard English when speaking on the job, especially avoiding the use of expletives, slang, and unfamiliar jargon and technical terms.

## INFORMATIONAL READING

- Use corporate vocabulary appropriate for entry-level jobs.
- Interpret business messages, professional articles, and supporting graphic materials.
- Interpret information from manuals, computer printouts, and digital sources.
- Select an appropriate reading method (e.g., skimming, scanning, speed-reading, and in-depth reading) for a particular situation.
- Find information on the internet and in business databases and select appropriate materials for reports and presentations.
- Identify misinformation published in both print and digital formats.

## WRITTEN COMMUNICATION

- Identify factors affecting the readability of text.
- Use acceptable steps in writing process.
- Use language that is free of bias, such as bias related to gender, race, age, religion, physical challenges, and sexual orientation.
- Apply a variety of specific proofreading techniques to identify and correct errors.
- Compare drafts to final documents to ensure that they are clear, correct, concise, complete, consistent, and courteous.
- Compose appropriate messages for specific audiences.
- Compose messages that promote positive human relations.
- Use a variety of references and resources (both printed and digital) when writing business documents.
- Prepare formal and informal reports using suitable format and supplementing with appropriate graphics.
- Use the direct or indirect approach correctly in context.
- Analyze routine business problems both individually and collaboratively and respond in print and digital message form.
- Prepare business communications that reflect cultural sensitivity.
- Compose and produce a variety of business messages and reports using correct style, format, and content.
- Organize and promptly respond to digital messages such as email, text, and instant messages.

Standard BT 3.7: Apply basic social communication skills in both personal and professional situations.

Students will demonstrate the ability to:

- Explain the role that self-concept plays in one's personal and professional lives.
- Exhibit professional and ethical behavior in the work environment.
- Discuss the impact of careless performance on professional image and job retention.
- Discuss the impact of time management practices on one's personal and professional images.
- Demonstrate an understanding of and respect for the business customs and etiquette of various cultures.
- Respect the perspectives and opinions of cross-generational workers in the business environment.

- Participate in a shadowing or mentoring program with a positive, professional role model.
- Select appropriate business attire and demonstrate good grooming.
- Display a positive attitude in personal and professional settings.
- Participate in school, community, and/or volunteer activities.
- Demonstrate an appropriate work ethic in a business environment.
- Apply team skills in a business environment.
- Use leadership abilities in a business setting.
- Establish a work-related network through social contacts.

#### HUMAN RELATIONS AND INTERPERSONAL SKILLS

- Explain the purpose of authority.
- Differentiate between passive, assertive, and aggressive behaviors.
- Model passive, assertive, and aggressive behaviors.
- Demonstrate appropriate responses to passive, assertive, and aggressive behaviors.
- Explain the value and impact of interpersonal relationships in the business environment.
- Practice conflict resolution in academic, social, and business environments.
- Discuss the negative impact of different types of discrimination.
- Apply the principles of group dynamics in structured activities.
- Explain the value in following chains of command.

Standard BT 3.8: Use of technology to enhance the effectiveness of communication.

Students will demonstrate the ability to:

- Discuss and identify ways to keep business data secure from theft and destruction.
- Use digital messaging technologies.
- Compose and evaluate formal and informal digital correspondence.
- Discuss the risks of identity theft through blogs, websites, and other digital means.
- Evaluate messages and select the appropriate technology for transmitting them.
- Demonstrate the ability to use voice input and voice recognition tools.
- Discuss appropriate and safe online behavior.
- Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware.
- Address the ethical issues regarding ownership and use of digitally generated information including plagiarism and copyright issues.
- Discuss benefits of digital conferencing as an alternative to face-to-face collaboration.



- Design and publish an effective web page.
- Create and edit with audio and video documents.
- Discuss the limits and capabilities of storage media.
- Demonstrate knowledge of mobile technology.

<b>Career Skills Scope and Sequence</b>		
<b>Quarter</b>	<b>Major Concepts</b>	<b>Standards</b>
1	<p>Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.</p> <ul style="list-style-type: none"> <li>● Assess and analyze personal talents, values, and interest as they relate to a future career, based on the completion of standardized career interest in personality assessments.</li> </ul> <p>Utilize career resources to develop a career information database that includes international career opportunities.</p> <ul style="list-style-type: none"> <li>● Evaluate several occupational interests, based on various criteria.</li> <li>● Relate career interest to opportunities in the global economy.</li> </ul> <p>Relate the importance of workplace expectations to career development.</p> <ul style="list-style-type: none"> <li>● Illustrate how personal qualities transfer from school to the workplace.</li> <li>● Describe how the workplace environment influences behavior.</li> <li>● Discuss social and economic factors that have resulted in changing career patterns for a diverse workforce.</li> <li>● Demonstrate effective interpersonal skills in a work relationship.</li> <li>● Identify ways to use feedback to improve skills.</li> <li>● Demonstrate project planning and management skills.</li> </ul> <p>Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.</p>	<p>BT 3.0 BT 3.1 BT 3.2 BT 3.3 BT 3.4</p> <p>ISTE 1.b, 2.a, 2.b, 3.a, 3.b, 3.c, 3.d, 5.b, 5.c, 6.a, 6.b, 6.c, 7.b, 7.c, 7.d</p>

	<ul style="list-style-type: none"> <li>● Identify considerations for making responsible educational and occupational choices.</li> <li>● Compare the advantages and disadvantages of various programs utilized to attain career goals. <ul style="list-style-type: none"> <li>○ Project-Career Action Plan.</li> </ul> </li> </ul>	
2	<p>Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.</p> <ul style="list-style-type: none"> <li>● Develop an electronic career portfolio of items including resumes, sample cover letters, letters of recommendation, examples of work and technical skills, awards, and documentation of extracurricular activities and community service activities.</li> </ul> <p>Relate the importance of lifelong learning to career success.</p> <ul style="list-style-type: none"> <li>● Relate the importance of education to meeting identified goals.</li> <li>● Discuss the importance of flexible career planning and career self-management.</li> </ul> <p>Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.</p> <ul style="list-style-type: none"> <li>● Practice listening skills necessary in the workplace.</li> <li>● Demonstrate ability to communicate effectively and professionally in verbal and written communications.</li> <li>● Identify components of effective cover letters for various employment opportunities.</li> <li>● Identify components of a professional resume.</li> </ul> <p>Apply basic social communication skills in both personal and professional situations.</p> <ul style="list-style-type: none"> <li>● Develop understanding of professional and ethical behavior in the workplace.</li> <li>● Discuss impact of careless performance on professional image and job retention.</li> </ul> <p>Use of technology to enhance the effectiveness of communication.</p> <ul style="list-style-type: none"> <li>● Demonstrate understanding of uses of technology to enhance career seeking documents and communication. <ul style="list-style-type: none"> <li>○ Resume Project.</li> <li>○ Job Application Project.</li> <li>○ Mock Interviews.</li> </ul> </li> </ul>	<p>BT 3.4 BT 3.5 BT 3.6 BT 3.7 BT 3.8</p> <p>ISTE 1.b, 2.a, 2.b, 3.a, 3.b, 3.c, 3.d, 5.b, 5.c, 6.a, 6.b, 6.c, 7.b, 7.c, 7.d</p>

## College Accounting

Standard BT 1.2: Develop an understanding and working knowledge of an annual reports and financial statements.

Students will demonstrate the ability to:

- Identify sources for obtaining financial reports.
- Describe the users and uses of financial information.
- Identify the sections in an annual report and the purpose of each section.
- Explain the role of management and the auditor in preparing and issuing an annual report.
- Identify and explain the types of audit opinions.
- Explain the role of accounting and regulatory organizations in relation to financial reports.
- Describe the information provided in each financial statement and how the statements articulate with each other.
- Describe the relationship between assets, liabilities, and equity on the balance sheet.
- Identify and explain the classifications within assets, liabilities, and equity.
- Identify the different formats of an income statement.
- Identify the classifications in an income statement and explain their relationship to each other (revenue, expenses, gains, losses).
- Describe changes in the ownership structure using the statement of equity.
- Explain how and why the conceptual framework of accounting and generally accepted accounting principles provide guidance and structure for preparing financial statements.
- Describe the different forms of business ownership and the advantages and disadvantages of each form.
- Explain how the different forms of business ownership are reported in the financial statements.
- Identify the different types of business operations.
- Explain how the different types of business operations are reflected in the financial statements.
- Identify and explain the business activities reported in a statement of cash flows (operating, investing, financing).
- Infer the skills and knowledge about managerial accounting needed to be successful in an authentic project.
- Identify general managerial accounting terms with which to build a taxonomy.

Standard BT 1.3: Identify and describe generally accepted accounting principles (GAAP), explain how the application of GAAP impacts the recording of financial transactions, and the preparation of financial statements.

Students will demonstrate the ability to:

### CONCEPTUAL FRAMEWORK FOR FINANCIAL REPORTING

- Describe and explain the conceptual framework of accounting and generally accepted accounting principles and assumptions.

- List the major policy-setting and enforcement bodies in accounting and describe their respective roles.
- Explain how the various regulatory agencies influence each other as well as the world of accounting.
- Define assets, liabilities, equity, revenue, expenses, gains, and losses.
- Distinguish between the accrual basis of accounting and the cash basis of accounting and discuss the impact each has on the financial statements.

#### ASSETS

- Explain the accounting methods used to determine the value of accounts receivable to be reported on the balance sheet and describe the effect on the income statement.
- Record transactions for accounts receivable, including uncollectible accounts, write-offs, and recoveries.
- Explain the difference between the periodic and perpetual inventory methods.
- Identify and describe the cost flow assumptions for inventory and explain the impact on the balance sheet and income statement.
- Describe the criteria used to distinguish between capital expenditures and revenue expenditures.
- Determine the costs of property, plant, and equipment, natural resources, and intangible assets.
- Explain the purpose of cost allocation.
- Identify, calculate, and record depreciation, depletion, and amortization and explain the impact on the financial statements.
- Determine the impact on the financial statements when assets are sold, disposed, or rendered obsolete.

#### LIABILITIES

- Record transactions for accounts payable and other short-term debt.
- Determine the initial valuation of long-term debt instruments and their impact on the financial statements.
- Record transactions for long-term debt instruments.
- Calculate the cost of borrowed funds and determine the impact on the financial statements.

#### EQUITY

- Explain how operating results, capital contributions, and distribution of earnings affect equity for the various types of ownership structures.
- Identify and describe the different classes of stock and explain the rights afforded each class of stock.
- Record equity-related transaction.
- Explain how the acquisition and sale of a company's own stock affects the financial statements.
- Differentiate between stock splits and stock dividends and explain how each affects equity.

#### REVENUE

- Describe the criteria used to determine revenue recognition.
- Record revenue-related transactions.

## EXPENSE

- Describe the criteria used to determine expense recognition.
- Record expense related transactions.

## GAINS AND LOSSES

- Distinguish between revenue and gains.
- Distinguish between expenses and losses.
- Record transactions resulting in gains and losses.

Standard BT 1.4: Complete the steps of the Accounting cycle in order to prepare the financial statements.

Students will demonstrate the ability to:

- Define accounting and explain the purpose of the accounting system.
- Explain the purpose of managerial accounting.
- Describe how accounting information is used to make business decisions.
- Recall basic knowledge of financial accounting.
- Compare and contrast financial accounting and managerial accounting.
- List the four major areas of managerial accounting and summarize each one.
- Describe the accounting cycle.
- Describe the purpose of journals and ledgers and their relationship.
- Analyze and describe how business transactions impact the accounting equation.
- Apply the double-entry system of accounting to record business transactions and prepare a trial balance.
- Explain the purpose of the journal and the process of journalizing business transactions.
- Explain the purpose of the ledger account and post information from the journal to the ledger.
- Display understanding of the methodology underlying account balancing.
- Demonstrate the ability to locate posting errors in the general ledger.
- Demonstrate the ability to balance accounts.
- Demonstrate the ability to prepare an income statement.
- Display understanding of the steps necessary to prepare an income statement.
- Describe the key characteristics of a balance sheet.
- Demonstrate the ability to prepare a balance sheet.
- Display understanding of the steps necessary to prepare a balance sheet.
- Explain the need for adjusting entries and record adjusting entries.

- Describe the relationship between the closing process, the financial statement, and the post-closing trial balance.
- Explain the purposes of the closing process and record closing entries.
- Demonstrate the ability to close the books in a given scenario.
- Describe the impact of technology on the accounting process.

Standard BT 1.6: Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.

Students will demonstrate the ability to:

- Use a statement of cash flow to analyze business activities (operating, investing, financing).
- Analyze cash flow from operating activities to assess profitability and liquidity.
- Describe the purposes and explain the importance of budgeting.
- Describe the budgeting process.
- List the sources of budget information.
- Describe the interrelationship between budgeting and forecasting.

Standard BT 1.7: Use mathematical procedure to analyze and solve business problems.

Students will demonstrate the ability to:

- Calculate net sales, cost of goods sold, gross profit, operating expenses, and net profit before taxes for the income statement.
- Calculate total assets, liabilities, and owners' equity for the balance sheet.
- Calculate the distribution of profit/loss to the proprietor, partners, or stockholders.
- Calculate the change in equity for the statement of change of owners' equity or retained earnings statement.
- Describe the purpose of an operational plan.
- Demonstrate the ability to prepare sales and purchase budget schedules.
- Demonstrate the ability to prepare expenses budget schedules.
- Demonstrate the ability to prepare budgeted income statements.
- Demonstrate the ability to prepare a budget variance report.
- Compare and contrast total costs and unit costs.
- Demonstrate the ability to compute total costs and unit costs.
- Compare and contrast fixed costs and variable costs.
- Demonstrate the ability to calculate gross profit, gross profit margin, contribution margin, and contribution margin per unit.
- Explain the purpose of break-even analysis.

- Describe the break-even point formula.
- Demonstrate the ability to calculate the break-even point.
- Demonstrate the ability to determine the sales required to earn a planned net income.
- Compare and contrast cost accounting in the manufacturing and merchandising industries.
- List the cost elements of any finished product.
- Describe the elements of manufacturing cost.
- Compare and contrast job-order costing and process costing.
- Explain the environment appropriate for a process costing system.
- Explain the environment appropriate for a job-order costing system.
- Demonstrate the ability to calculate manufacturing costs.

Standard BT 8.7: Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.

Students will demonstrate the ability to:

#### FINANCIAL STATEMENTS

- Describe the purpose of financial statements.
- Distinguish between internal and external financial statements.
- Interpret the data shown on financial statements (e.g., income statement, balance sheet, cash flow statement, and statement of net worth).
- Describe the purpose and importance of a cash budget.
- Demonstrate the ability to prepare a cash budget, with schedules of cash receipts and cash payments.
- Demonstrate the ability to prepare a performance report.
- Demonstrate the ability to analyze a performance report.
- Demonstrate the ability to analyze the effect on net income of changes in cost, sales price, and volume.
- Demonstrate the ability to perform a cost analysis for a new product.
- Compare and contrast the components of a manufacturing business income statement and balance sheet with those of a service business.
- Demonstrate the ability to analyze an income statement using vertical analysis.
- Demonstrate the ability to analyze a balance sheet using vertical analysis.
- Discuss the key components of a cash flow statement.
- Demonstrate the ability to prepare and analyze a retained earnings statement.
- List the financial accounts that are specific to corporations.
- List the types of financial ratios and describe the type of information each provides.
- Explain how financial ratios are used.

- Demonstrate the ability to calculate and evaluate profitability ratios in a given scenario.
- Demonstrate the ability to calculate and evaluate debt ratios.
- Demonstrate the ability to calculate and evaluate the accounts receivable turnover ratios.
- Demonstrate the ability to calculate and evaluate merchandise inventory turnover ratios.
- Monitor personal success in learning about managerial accounting concepts.
- Demonstrate the ability to work cooperatively with culminating project groups.
- Display understanding of the elements of an effective PowerPoint presentation.
- Demonstrate the ability to perform a sales mix analysis in a given scenario.

**SHORT-TERM AND LONG –TERM FINANCING**

- Identify sources of short – and long term financing.

**RISK MANAGEMENT**

- Identify risks to business.

<b>College Accounting Scope and Sequence</b>		
<b>Quarter (to be set by teachers)</b>	<b>Major Concepts</b>	<b>Standards</b>
1	Develop an understanding and working knowledge of an annual reports and financial statements. <ul style="list-style-type: none"> <li>● Describe the users and uses of financial information.</li> <li>● Infer the skills and knowledge about managerial accounting needed to be successful in an authentic project.</li> </ul> Identify and describe generally accepted accounting principles (GAAP), explain how the application of GAAP impacts the recording of financial transactions, and the preparation of financial statements. <ul style="list-style-type: none"> <li>● Explain how the various regulatory agencies influence each other as well as the world of accounting.</li> </ul>	BT 1.2 BT 1.3 BT 1.4 BT 1.6  CCSS.MATH.CONTENT.HSN.Q.A.1



	<ul style="list-style-type: none"> <li>• Compare and contrast the differences of accounting terminology on a managerial standpoint.</li> </ul> <p>Complete the steps of the Accounting cycle in order to prepare the financial statements.</p> <ul style="list-style-type: none"> <li>• Compare and contrast financial accounting and managerial accounting.</li> </ul> <p>Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.</p> <ul style="list-style-type: none"> <li>• Analyze cash flow from operating activities to assess profitability and liquidity.</li> </ul>	<p>CCSS.MATH.CONT ENT.HSN.Q.A.2</p> <p>CCSS.MATH.CONT ENT.HSN.Q.A.3</p> <p>CCSS.MATH.CONT ENT.HSA.CED.A.1</p> <p>CCSS.MATH.CONT ENT.HSA.CED.A.2</p> <p>CCSS.MATH.CONT ENT.HSA.CED.A.4</p> <p>CCSS.MATH.CONT ENT.HSA.REL.A.1</p> <p>CCSS.MATH.CONT ENT.HSA.REL.B.3</p> <p>MP1 MP3 MP4 MP5 MP6 MP8</p> <p>ISTE 1.b, 2.a, 2.b, 3.a, 3.b, 3.c, 3.d, 5.b, 5.c, 6.a, 6.b, 6.c, 7.b,</p>
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		7.c, 7.d
2	<p>Complete the steps of the Accounting cycle in order to prepare the financial statements.</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to close the books in a given scenario.</li> </ul> <p>Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.</p> <ul style="list-style-type: none"> <li>• Describe the interrelationship between budgeting and forecasting.</li> </ul> <p>Use mathematical procedure to analyze and solve business problems</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to calculate gross profit, gross profit margin, contribution margin, and contribution margin per unit.</li> <li>• Compare and contrast cost accounting in the manufacturing and merchandising industries.</li> </ul> <p>Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.</p> <ul style="list-style-type: none"> <li>• Distinguish between internal and external financial statements.</li> <li>• Explain how financial ratios are used.</li> </ul>	<p>BT 1.4 BT 1.6 BT 1.7 BT 8.7</p> <p>CCSS.MATH.CONT ENT.HSA.SSE.A.1</p> <p>CCSS.MATH.CONT ENT.HSA.SSE.A.1. A</p> <p>CCSS.MATH.CONT ENT.HSA.SSE.A.1.B</p> <p>CCSS.MATH.CONT ENT.HSA.SSE.B.3.C</p> <p>CCSS.MATH.CONT ENT.HSS.IC.B.6</p> <p>MP1 MP2 MP3 MP4 MP5 MP6 MP8</p> <p>ISTE 1.b, 2.a, 2.b,</p>

		3.a, 3.b, 3.c, 3.d, 5.b, 5.c, 6.a, 6.b, 6.c, 7.b, 7.c, 7.d
3	<p>Develop an understanding and working knowledge of an annual reports and financial statement.</p> <ul style="list-style-type: none"> <li>Identify and explain the business activities reported in a statement of cash flows (operating, investing, financing).</li> </ul> <p>Complete the steps of the Accounting cycle in order to prepare the financial statements.</p> <ul style="list-style-type: none"> <li>An annotated flowchart describing how to choose the appropriate costing system.</li> <li>Describe the relationship between the closing process, the financial statement, and the post-closing trial balance.</li> </ul> <p>Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.</p> <ul style="list-style-type: none"> <li>Use a statement of cash flow to analyze business activities (operating, investing, financing).</li> </ul>	<p>BT 1.2 BT 1.4 BT 1.6</p> <p>CCSS.MATH.CONT ENT.HSA.SSE.A.1</p> <p>CCSS.MATH.CONT ENT.HSA.SSE.A.1. A</p> <p>CCSS.MATH.CONT ENT.HSA.SSE.A.1.B</p> <p>CCSS.MATH.CONT ENT.HSA.SSE.B.3.C</p> <p>CCSS.MATH.CONT ENT.HSS.IC.B.6</p> <p>MP1 MP3 MP4 MP8</p> <p>ISTE 1.b, 2.a, 2.b, 3.a, 3.b, 3.c, 3.d, 5.b, 5.c, 6.a, 6.b, 6.c, 7.b,</p>

		7.c, 7.d
4	<p>Develop an understanding and working knowledge of an annual reports and financial statements.</p> <ul style="list-style-type: none"> <li>● Written recommendation as to which sales mix will be the most profitable.</li> <li>● Identify the sections in an annual report and the purpose of each section. <ul style="list-style-type: none"> <li>○ Explain the role of management and the auditor in preparing and issuing an annual report.</li> </ul> </li> </ul> <p>Complete the steps of the Accounting cycle in order to prepare the financial statements.</p> <ul style="list-style-type: none"> <li>● Explain the need for adjusting entries and record adjusting entries. <ul style="list-style-type: none"> <li>○ Business letter responding to a student request about how to prepare for a career in managerial accounting.</li> </ul> </li> </ul> <p>Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.</p> <ul style="list-style-type: none"> <li>● Analyze cash flow from operating activities to assess profitability and liquidity. <ul style="list-style-type: none"> <li>○ Culminating project presentation.</li> <li>○ For students taking part in NAFTrack Certification, this lesson is where they will upload their culminating project work sample and will take the end-of-course exam.</li> </ul> </li> </ul>	<p>BT 1.2 BT 1.4 BT 1.6</p> <p>CCSS.MATH.CONT ENT.HSA.SSE.A.1</p> <p>CCSS.MATH.CONT ENT.HSA.SSE.A.1. A</p> <p>CCSS.MATH.CONT ENT.HSA.SSE.A.1.B</p> <p>CCSS.MATH.CONT ENT.HSA.SSE.B.3.C</p> <p>CCSS.MATH.CONT ENT.HSS.IC.B.6</p> <p>MP1 MP3 MP4 MP8</p> <p>ISTE 1.b, 2.a, 2.b, 3.a, 3.b, 3.c, 3.d, 5.b, 5.c, 6.a, 6.b, 6.c, 7.b, 7.c, 7.d</p>

## College Business

Standard BT 1.2: Develop an understanding and working knowledge of an annual reports and financial statements.

Students will demonstrate the ability to:

- Identify sources for obtaining financial reports.
- Describe the users and uses of financial information.
- Describe the relationship between assets, liabilities, and equity on the balance sheet.
- Identify the classifications in an income statement and explain their relationship to each other (revenue, expenses, gains, losses).

STANDARD BT 1.6: Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.

Students will demonstrate the ability to:

- Analyze cash flow from operating activities to assess profitability and liquidity.

Standard BT 4.0 Analyze the role of government in economic systems, especially the role of government in the US economy.

Students will demonstrate the ability to:

- Characterize differing economic systems in a diverse range of countries.
- Describe the advantages and disadvantages of a particular approach to classifying economic systems.
- Describe key characteristics of command, free-market, and mixed-market economies.
- Compare and contrast the strengths and weaknesses of the three main economic systems.
- Differentiate between monetary and fiscal policies and identify when it may be appropriate to use a given policy.
- Analyze the effect of national debt or surplus on the economy.
- Analyze how taxes serve as an incentive or disincentive to individuals and institutions.
- Critique the ability of fiscal and monetary policies to influence the level of economic activity in the United States and abroad.
- Analyze the effect of the federal deficit on the economy.
- Analyze short- and long-term effects of deficit spending.

Standard BT 4.1 Examine the role of trade, protectionism, and monetary markets in the global economy.

Students will demonstrate the ability to:

- Determine how the supply and demand of a currency affect its foreign exchange rate.
- Compare and contrast absolute and comparative advantage.
- Discuss the advantages and disadvantages and distributive effects of trade restrictions.

- Appraise free trade agreements between and among nations.

Standard BT 4.2 Analyze how the U.S. economy functions as a whole and describe selected macroeconomic measures of economic activity.

Students will demonstrate the ability to:

- Identify the differences and similarities between macroeconomics and microeconomics.
- Display understanding of the use of graphical tools as representations of macroeconomic and microeconomic principles.
- Display understanding of why scarcity of resources is the basic economic problem.
- Create graphs showing production possibilities and associated trade-offs.
- Identify examples of different forms of utility and explain how this concept drives consumption and production decisions within an environment of diminishing marginal returns.
- Demonstrate the ability to apply information drawn from measuring diminishing marginal returns and increasing opportunity costs to a business example.
- Analyze the causes and effects of demand-pull and cost-push inflation.
- Differentiate between the types of unemployment (frictional, structural, cyclical, and seasonal).
- Interpret the Consumer Price Index (CPI) in relationship to purchasing power.
- Discuss major factors that affect the level of a country's Gross Domestic Product (GDP) (e.g. quantity and quality of natural resources, human capital, and capital stock).
- Locate the per capita GDP of various nations to compare the levels of economic well-being.
- Identify and analyze leading economic indicators and the methods of using the indicators to understand the state of the economy.
- Define the factors of production and describe how they interrelate.
- Explain what happens when the factors of production are brought together through entrepreneurship.
- Explain how the factors of production go into making a selected product.
- Display understanding of Adam Smith's insights into market behavior.
- Create and explain a demand table and a demand curve.
- Create and explain a supply table and a supply curve.
- Explain how the laws of supply and demand affect business.
- Explain the importance of price in a free-market economy.

STANDARD BT 7.1: Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the international business environment.

Students will demonstrate the ability to:

- Compare the business protocol of various countries.
- Discuss current world events that impact international business.
- Identify and explain formal and informal trade barriers.
- Analyze the impact of political environments on international business.

Standard BT 7.3 Describe the factors that define what are considered ethical and socially responsible business behavior in a global business environment.

Students will demonstrate the ability to:

#### ETHICS

- Examine a business code of ethics.
- Explain the importance of operating within an ethical work environment.
- Identify the impact of unethical behavior on a business.
- Explain the relationship between ethics and governmental regulations.
- Identify guidelines for ethical decision making.
- Identify ethical considerations resulting from various situations (e.g., technological advances, international competition, employer-employee relationships, and consumer relations).
- Identify government regulations that have resulted from unethical behavior.
- Demonstrate awareness of ethical responsibility to business professions and society.

#### SOCIAL RESPONSIBILITY

- Identify ways in which a business organization demonstrates social responsibility towards its internal and external stakeholders.
- Discuss the impacts resulting from business organizations being socially responsible toward their internal and external stakeholders.
- Recognize the long-term impact of practicing social responsibility.

Standard BT 7.4: Identify forms of business ownership and entrepreneurial opportunities available in international business.

Students will demonstrate the ability to:

#### FORMS OF BUSINESS OWNERSHIP

- Suggest an appropriate form of business ownership (e.g., sole proprietorship, partnership, or a corporation) for different international business situations.

#### ENTREPRENEURIAL OPPORTUNITIES

- Describe the role of the entrepreneur and how entrepreneurs start businesses.
- Explain how successful entrepreneurial ventures have impacted society.

- Assess the risks and rewards associated with pursuing an entrepreneurial venture.
- Identify organizations, government agencies, and other resources that a small and/or medium-sized business might use to investigate international business opportunities.
- Debate the advantages and disadvantages of expansion into international business activities for a given business.

Standard BT 7.5: Relate balance of trade concepts to the import/export process.

Students will demonstrate the ability to:

- Display understanding of how comparative advantage influences the structure of global trade.
- Compare and contrast the advantages and disadvantages of protectionist policies on businesses and national economies.
- Describe situations appropriate for exporting.
- Identify information and sources of financial assistance for facilitating the import/export process.
- Describe the role of state and federal agencies and other organizations that provide importing/exporting information and assistance.
- Explain how historical events have contributed to the formation of strategic trade alliances.

Standard BT 8.0: Analyze the management functions and their implementation and integration within the business environment.

Students will demonstrate the ability to:

#### PLANNING

- Discuss the importance of vision, mission, goals, and objective setting within the context of the business environment.
- Describe the role of the strategic planning process.
- Evaluate how operational and tactical plans support the strategic plan.
- Compare and contrast the planning function to other management functions.

#### ORGANIZING

- Explain how management uses various resources in the organizing process to accomplish goals.
- Explain reasons for centralizing and decentralizing authority.
- Evaluate how businesses are organized to achieve desired goals.
- Compare and contrast the organizing function to other management function.

#### LEADING/DIRECTING

- Differentiate between leading and managing.
- Compare and contrast leadership styles.
- Identify the leadership style most appropriate for a given situation.

#### EVALUATING/CONTROLLING



- Discuss the importance of the evaluating/controlling function in the business environment.
- Determine alternative actions (e.g., changing goals and changing strategies) when goals are not being met in a specific situation.

Standard BT 8.1: Analyze the organization of a business.

Students will demonstrate the ability to:

#### FORMS OF BUSINESS OWNERSHIP

- Identify variations of basic forms of business ownership (e.g., franchise, limited partnership, limited liability company, and s corporation).
- Compare and contrast the basic forms of business ownership.

#### MANAGEMENT LEVELS

- Analyze emerging trends in organizational structuring.
- Describe how the strategic management process impacts various levels of management.

Standard BT 8.2: Examine the role of ethics and social responsibility in decision-making.

Students will demonstrate the ability to:

#### ETHICS

- Examine a business code of ethics.
- Explain the importance of operating within an ethical work environment.
- Identify the impact of unethical behavior on a business.
- Explain the relationship between ethics and governmental regulations.
- Identify guidelines for ethical decision making.
- Identify ethical considerations resulting from various situations. (e.g., technological advances, international competition, employer-employee relationships, and consumer relations).
- Demonstrate awareness of ethical responsibility to business professions and society.

#### SOCIAL RESPONSIBILITY

- Identify ways in which a business organization demonstrates social responsibility toward its internal and external stakeholders.
- Discuss the impacts resulting from an organization being socially responsible toward their internal and external stakeholders.

Standard BT 8.3: Describe human resource functions and their importance to an organization's successful operation.

Students will demonstrate the ability to:

- Analyze the role of outsourcing in organizations.
- Analyze how human resource activities and policies relate to operational and strategic planning.

Standard BT 8.6: Analyze a business organization's competitive position within the industry.

Students will demonstrate the ability to:

- Describe strategies to increase market share.
- Compare and contrast various forms of competition (pure competition, monopolistic competition, oligopoly, and monopoly).

Standard BT 8.9: Examine the issues of corporate culture and managing in the global environment.

Students will demonstrate the ability to:

- Recognize the economic impact of global business.
- Identify global economic factors that impact business.
- Identify approaches used by global business firms.

Standard BT 9.0: Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.

Students will demonstrate the ability to:

#### CHARACTERISTICS OF AN ENTREPRENEUR

- Analyze the degree to which one possesses the characteristics of an entrepreneur.
- Analyze the personal advantages and risk of owning a business.
- Describe the paths to becoming an entrepreneur.

Standard BT 10.0: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

Students will demonstrate the ability to:

- Recognize that a successful marketing strategy is built on positive customer relationships.
- Recognize how the elements of the marketing mix (product, price, place, and promotion) create an image or personality position for a product or company.
- Describe the wide scope of marketing: business-to-consumer, business-to-business, industrial, nonprofit, personal, government, and electronic.
- Describe the importance of marketing in a global society.

Standard BT 10.3: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.

Students will demonstrate the ability to:

- Define product mix.

<b>College Business Scope and Sequence</b>		
<b>Quarter</b>	<b>Major Concepts</b>	<b>Standards</b>
1	<p>The Business Environment, Understanding Economics &amp; Global Markets.</p> <ul style="list-style-type: none"> <li>• Analyze the role of government in economic systems, especially the role of government in the US economy.</li> <li>• Examine the role of trade, protectionism, and monetary markets in the global economy.</li> <li>• Analyze how the U.S. economy functions as a whole and describe selected macroeconomic measures of economic activity.</li> <li>• Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the international business environment.</li> <li>• Relate balance of trade concepts to the import/export process.</li> </ul>	<p>BT 4.0 BT 4.1 BT 4.2 BT 7.1 BT 7.5</p> <p>ISTE 1.b, 2.b, 2.c, 3.a, 3.d, 3.c, 3.d, 6.a, 6.c, 6.d, 7.a, 7.b, 7.c, 7.d</p>
2	<p>Ethics in Business &amp; Forms of Business.</p> <ul style="list-style-type: none"> <li>• Describe the factors that define what are considered ethical and socially responsible business behavior in a global business environment.</li> <li>• Examine the role of ethics and social responsibility in decision-making.</li> <li>• Analyze the organization of a business.</li> <li>• Identify forms of business ownership.</li> </ul> <p><b>Global Project</b> - Corporate Social Responsibility.</p> <ul style="list-style-type: none"> <li>• Forms of business--businesses evolution through various forms of organization.</li> </ul>	<p>BT 7.3 BT 8.1 BT 8.2</p> <p>ISTE 1.b, 2.b, 2.c, 3.a, 3.d, 3.c, 3.d, 6.a, 6.c, 6.d, 7.a, 7.b, 7.c, 7.d</p>

	<ul style="list-style-type: none"> <li>● Challenges of distribution in global market.</li> <li>● Ethics and corporate social responsibility to various stakeholders.</li> <li>● Research a company that has a global presence; discuss history of the company including form(s) of ownership, the company’s corporate social responsibility, annual earnings and percent of revenue spent on CSR; identify and describe challenges encountered in entering the global market.</li> </ul>	
3	<p>Entrepreneurship, Starting a Business &amp; Management.</p> <ul style="list-style-type: none"> <li>● Identify forms of business ownership and entrepreneurial opportunities available in international business.</li> <li>● Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.</li> <li>● Analyze the management functions and their implementation and integration within the business environment.</li> <li>● Analyze a business organization’s competitive position within the industry.</li> <li>● Examine the issues of corporate culture and managing in the global environment.</li> <li>● Describe human resource functions and their importance to an organization’s successful operation. <ul style="list-style-type: none"> <li>○ SWOT Analysis Assignment.</li> <li>○ SBA Presentation. <ul style="list-style-type: none"> <li>■ Activity: Determine if financial institution should agree to finance a small business applicant: Analyze business plan of prospectus of business seeking financing; make determination of creditworthiness of the company.</li> </ul> </li> </ul> </li> </ul>	<p>BT 7.4 BT 8.0 BT 8.3 BT 8.6 BT 8.9 BT 9.0</p> <p>ISTE 1.b, 2.b, 2.c, 3.a, 3.d, 3.c, 3.d, 6.a, 6.c, 6.d, 7.a, 7.b, 7.c, 7.d</p>
4	<p>Marketing, Accounting &amp; Financial Information.</p> <ul style="list-style-type: none"> <li>● Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.</li> <li>● Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.</li> <li>● Develop an understanding and working knowledge of an annual reports and financial statements.</li> <li>● Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.</li> </ul>	<p>BT 1.2 BT 1.6 BT 10.0 BT 10.3</p> <p>ISTE 1.b, 2.b, 2.c, 3.a, 3.d, 3.c, 3.d, 6.a, 6.c, 6.d, 7.a, 7.b, 7.c, 7.d</p>

## Entrepreneurship

Standard BT 8.0: Analyze the management functions and their implementation and integration within the business environment.

Students will demonstrate the ability to:

### PLANNING

- Discuss the importance of vision, mission, goals, and objective setting within the context of the business environment.
- Describe the role of the strategic planning process.
- Evaluate how operational and tactical plans support the strategic plan.
- Compare and contrast the planning function to other management functions.

### ORGANIZING

- Explain how management uses various resources in the organizing process to accomplish goals.
- Explain reasons for centralizing and decentralizing authority.
- Evaluate how businesses are organized to achieve desired goals.
- Compare and contrast the organizing function to other management function.

### LEADING/DIRECTING

- Differentiate between leading and managing.
- Compare and contrast leadership styles.
- Identify the leadership style most appropriate for a given situation.

### EVALUATING/CONTROLLING

- Discuss the importance of the evaluating/controlling function in the business environment.
- Determine alternative actions (e.g., changing goals and changing strategies) when goals are not being met in a specific situation.

Standard BT 8.1: Analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market.

Students will demonstrate the ability to:

### IDENTIFYING THE MARKET

- Identify target markets for potential new businesses.
- Use primary and secondary data sources to locate information about potential target markets.
- Formulate a customer profile for a planned business.
- Compare and contrast the customer profile for a business today and ten years ago where significant change has occurred in a community (i.e., downtown vs. big box stores).

## REACHING THE MARKET

- Identify the advantages and disadvantages of starting a business on the Internet.  
Describe how the Internet and other emerging technologies have impacted the components of marketing (e.g., product, place, price, and promotion). Describe the layout and facilities needed for a planned business. Analyze the components of an effective commerce site.  
Design a marketing plan for a business (include the Internet and other emerging technologies if appropriate).

## KEEPING/INCREASING THE MARKET

- Select appropriate methods to respond to customer concerns. Identify new product/service opportunities.
- Identify ways businesses track customers.
- Design strategies for maintaining customer loyalty.
- Describe benefits of participating in a business sponsored community service activity.
- Develop quality control procedures.

Standard BT 8.2: Examine the role of ethics and social responsibility in decision-making.

Students will demonstrate the ability to:

### ETHICS

- Examine a business code of ethics.
- Identify the impact of unethical behavior on a business.
- Identify the relationship between ethics and governmental regulations.
- Identify guidelines for ethical decision-making.
- Identify ethical considerations resulting from various situations (technological advances, international competition, employer-employee relationships, and consumer relations).
- Evaluate the benefits of ethical business behavior.

### SOCIAL RESPONSIBILITY

- Identify ways in which a business organization demonstrates social responsibility toward its internal and external stakeholders.

Standard BT 8.8: Apply operations management principles and procedures to the design of an operations plan.

Students will demonstrate the ability to:

### PRODUCT DESIGN (Goods/Services)

- Identify methods and tools to design or redesign products.

### SCHEDULING

- Identify factors considered in scheduling.

- Describe the tools that assist in scheduling process.

#### MATERIALS PROCUREMENT

- Explain the benefits of establishing and maintaining close working relationships with suppliers.
- Identify factors considered when selecting suppliers (e.g., quality, price, and reliable delivery).

#### INVENTORY MANAGEMENT

- Define inventory control.
- Identify methods of inventory control.
- Identify inventory control concerns.

Standard BT 9.0: Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.

Students will demonstrate the ability to:

#### CHARACTERISTICS OF AN ENTREPRENEUR

- Define *entrepreneurship* and describe its impact on a free-market economy.
- Display understanding of the reasons for becoming an entrepreneur.
- Identify key qualities of successful business leaders.
- Analyze the degree to which one possesses the characteristics of an entrepreneur.
- Analyze the personal advantages and risk of owning a business.
- Describe the paths to becoming an entrepreneur.
- Discuss entrepreneurship as a choice for women and minorities.

#### ROLE OF THE ENTREPRENEUR

- Analyze the tradeoffs between the roles of a manager and entrepreneur.

#### OPPORTUNITY/PROBLEM RECOGNITION AND PURSUIT

- Utilize virtual entrepreneurs, blogs, webcasts, webouts, and various other technology avenues to identify and solve various business problems.
- Compare and contrast the advantages and disadvantages of buying an existing business, starting an entirely new business, or purchasing a franchise.
- Describe where business ideas come from and how they are evaluated.
- Compare and contrast alternative business ideas and identify the ones with possibilities.
- Identify current market trends that provide opportunity to entrepreneurs in a given scenario.
- Describe an entrepreneurial opportunity and formulate the steps in establishing a business oriented toward that opportunity.

Standard BT 9.1: Develop a marketing vision to introduce a product or service.

Students will demonstrate the ability to:

- Explain the role and importance of marketing for a new business venture.
- List the major aspects of marketing and explain the function and importance of each.
- Demonstrate the ability to segment markets in specific scenarios.
- Demonstrate the ability to conduct and interpret market research.
- Conduct market research to determine target market.
- Use primary and secondary data sources to locate information about potential target markets.
- Formulate a customer profile for a business venture.
- Estimate market share for a specific product or service.

Standard BT 9.2: Apply economic concepts when making decisions for an entrepreneurial venture.

Students will demonstrate the ability to:

#### ECONOMIC CONCEPTS

- Determine the differences between marginal cost and sunk cost.

#### MARKET ECONOMY CHARACTERISTICS

- Compare and contrast the different types of market structures (e.g., competition and monopoly).
- Explain the effect of different market structures on market price.

#### FUNCTION OF PRICE

- Assess how market prices ration goods and services among those who want them.
- Assess how market prices provide an incentive to produce goods and services.
- Establish prices for products/services.

#### ROLE OF PROFIT AND RISK

- Evaluate long-term alternatives for a business to reach profitability.

#### ROLE OF GOVERNMENT

- Assess how government plays a role in determining what is and what is not provided in a market economy.
- Assess how government plays a role in modifying the way in which a market economy distributes income.

Standard BT 9.3: Use the financial concepts and tools needed by the entrepreneur in making business decisions.

Students will demonstrate the ability to:



#### DETERMINE CASH NEEDS

- Project total cash needed to start a business (e.g., materials and labor).
- Create a projected income statement for a new venture.

#### IDENTIFYING SOURCES AND TYPES OF FUNDING

- Identify the major sources of funding for a business.
- Examine the need for accounting assistance, financial investor planning, and angel networks to aid in the planning for funding.
- Describe the trade-offs between debt and equity financing.
- Discuss types of funding within each funding source (e.g., mortgage, short-term loan, long-term loan, angel network, investors, and credit line).
- Identify the components of a loan application.

#### INTERPRETING FINANCIAL STATEMENTS

- Analyze for decision-making purposes the financial health of the business.
- Analyze the decision-making purposes of cash flow of a business.
- Analyze for decision-making purposes the worth of the business.
- Describe situations in which financial experts should be consulted for the interpretation of financial data.
- Calculate the number of products to be sold to make a profit using break-even analysis.

Standard BT 9.4: Recognize that entrepreneurs must establish, maintain, and analyze appropriate records to make business decisions.

Students will demonstrate the ability to:

#### KEEPING BUSINESS RECORDS

- Examine software, methods, and systems that are available for business record-keeping.

#### IDENTIFYING TYPES OF BUSINESS RECORDS

- Describe the interrelationships of various business records.
- Describe the effect that inaccurate or missing records have on other business records.

#### ESTABLISHING AND USING BUSINESS RECORDS

- Describe the importance of comparing plans/budgets with actual data from business records.
- Identify and use appropriate technology resources to fulfill record keeping needs.

#### INTERPRETING BUSINESS RECORDS

- Forecast sales in order to plan purchases.
- Plan purchases based on sales forecast.
- Compare actual income and expenses to budgeted amount for a specific period.

Standard BT 9.5: Develop a management plan for an entrepreneurial venture.

Students will demonstrate the ability to:

#### ESTABLISHING A VISION

- Evaluate options for growing a business in a specific scenario.
- Develop a vision for a planned business.
- Create a mission statement for a planned business.
- Develop the strategies for achieving the visions for a planned business.

#### HIRING EMPLOYEES

- Diagram the organizational structure of planned business.
- Design hiring procedures for a specific job, ranging from the initial advertisement to the final interview.
- Develop job descriptions for positions in a planned business.
- Identify situations where outsourcing should be used for hiring needs.

#### BUILDING TEAMS AND SUPPORT NETWORKS

- Describe ways to motivate others.
- Identify practices of an entrepreneurial leader.
- Explain the importance of delegation.
- Explain the importance of linking the goals of the individual to the goals of the team.
- Establish the importance of support networks and problem solving and motivation of successful teams.

#### MANAGING TECHNOLOGY

- Identify different technologies used to operate and manage a business.
- Determine technology needs for a business.
- Evaluate the feasibility of conducting business on the Internet.
- Examine ways to establish a business on the Internet (e.g., eBay, stand-alone, virtual malls).

#### MONITORING ACHIEVEMENT

- Establish criteria to monitor achievement of the vision for a planned business.
- Analyze vision statements from various businesses in terms of future trends.

#### MANAGING RISKS

- Identify common risks that new businesses face.
- Describe ways to minimize and insure against risks.
- Identify types of business insurance.

- Identify types of insurance needed for a planned business.

Standard BT 9.6: Analyze the effect of cultural differences, export/import opportunities, and trends on an entrepreneurial venture in the global marketplace.

Students will demonstrate the ability to:

#### CULTURAL DIFFERENCE

- Analyze necessary modifications to the U.S. business practices to facilitate interaction in the global marketplace.

#### IMPORT/EXPORT OPPORTUNITIES

- Explain the effects of government regulations on international trade.
- Identify the challenges of selling to consumers in other countries.
- Describe the ways the Internet has impacted trade between countries.
- Identify forms of financial export assistance programs that the U. S. government agencies and investment corporations offer.

#### GLOBAL TRENDS

- Analyze current trends in the global marketplace and their impacts on business.
- Describe how foreign competition had changed how business is conducted in the United States.
- Describe how knowledge of the “business culture” of other countries is important to the success of business in the United States.

Standard BT 9.7: Analyze how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures.

Students will demonstrate the ability to:

#### FORMS OF BUSINESS OWNERSHIP

- Describe the advantages and disadvantages of owning a franchise.
- Describe the relationship between franchising and other forms of business ownership.
- Compare and contrast the advantages and disadvantages of the various forms of business ownership.
- Deduce the appropriate organizational structure based on business scale in a variety of scenarios.
- Compare and contrast the value of growth, maintaining business at present level, and selling a business.
- Describe the role of partnerships, franchises, mergers, and acquisitions in growing a business.
- Explain the importance of an ownership succession plan and exit strategy.
- Select the most appropriate form of business ownership for a planned business.
- Identify legal issues facing entrepreneurs who establish e-commerce sites.
- Identify the business permits, licenses, and ID numbers legally required to operate different forms of business.
- Explain the importance of protecting intellectual property.

**GOVERNMENT REGULATIONS**

- Identify and evaluate the various ways in which government affects specific businesses.
- Analyze the effect of government intervention on entrepreneurial incentives.

**BUSINESS ETHICS**

- Analyze the effect of unethical behavior on a business.
- Identify strategies that facilitate ethical behavior in a small business.
- Describe the role of social responsibility in small business.

Standard BT 9.8: Develop a business plan.

Students will demonstrate the ability to:

- Demonstrate the ability to perform SWOT and cost-benefit analyses.
- Evaluate the viability of business opportunities using a feasibility analysis.
- Deduce the purposes and key components of a business plan.
- Identify the information to be included in each component of a business plan.
- Identify sources of information to be included in the business plan.
- Critique a business plan for a specific business (include an analysis of the company’s use of the Internet and other emerging technologies if appropriate).
- Develop a business plan for a planned business.

<b>Entrepreneurship Scope and Sequence</b>		
<b>Quarter</b>	<b>Major Concepts</b>	<b>Standards</b>
1	Analyze the management functions and their implementation and integration within the business environment. <ul style="list-style-type: none"> <li>● Describe the role of the strategic planning process.</li> <li>● Explain how management uses various resources in the organizing process to accomplish goals.</li> <li>● Differentiate between leading and managing.</li> <li>● Discuss the importance of the evaluating/controlling function in the business environment.</li> </ul>	BT 8.0 BT 8.1 BT 8.2 BT 9.0 BT 9.7

	<p>Analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market.</p> <ul style="list-style-type: none"> <li>● Identify target markets for potential new businesses.</li> <li>● Identify the advantages and disadvantages of starting a business on the Internet.</li> <li>● Select appropriate methods to respond to customer concerns <ul style="list-style-type: none"> <li>○ Biography of an entrepreneur.</li> <li>○ Oral Presentation.</li> </ul> </li> </ul> <p>Examine the role of ethics and social responsibility in decision-making.</p> <ul style="list-style-type: none"> <li>● Examine a business code of ethics.</li> <li>● Identify ways in which a business organization demonstrates social responsibility toward its internal and external stakeholders. <ul style="list-style-type: none"> <li>○ Elevator pitch explaining a business idea.</li> <li>○ Invention project.</li> </ul> </li> <li>● Introduce additional reading: Inside the Magic Kingdom-Seven Keys to Success.</li> </ul> <p>Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.</p> <ul style="list-style-type: none"> <li>● Display understanding of the reasons for becoming an entrepreneur.</li> <li>● Analyze the tradeoffs between the roles of a manager and entrepreneur.</li> <li>● Compare and contrast alternative business ideas and identify the ones with possibilities.</li> </ul> <p>Analyze how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures.</p> <ul style="list-style-type: none"> <li>● Compare and contrast the advantages and disadvantages of the various forms of business ownership.</li> <li>● Identify and evaluate the various ways in which government affects specific businesses.</li> <li>● Describe the role of social responsibility in small business.</li> </ul>	<p>ISTE 1.b, 2.b, 2.c, 3.a, 3.d, 3.c, 3.d, 6.a, 6.c, 6.d, 7.a, 7.b, 7.c, 7.d</p>
2	<p>Analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market.</p> <ul style="list-style-type: none"> <li>● Use primary and secondary data sources to locate information about potential target markets.</li> <li>● Design a marketing plan for a business. <ul style="list-style-type: none"> <li>○ Market research results.</li> <li>○ Market research poster.</li> </ul> </li> <li>● Introduce software: Teen Entrepreneurship--Preparing a Business Plan.</li> </ul> <p>Examine the role of ethics and social responsibility in decision-making.</p>	<p>BT 8.1 BT 8.2 BT 8.8 BT 9.0 BT 9.1 BT 9.2 BT 9.3</p>

	<ul style="list-style-type: none"> <li>● Identify guidelines for ethical decision-making.</li> </ul> <p>Apply operations management principles and procedures to the design of an operations plan.</p> <ul style="list-style-type: none"> <li>● Identify methods and tools to design or redesign products.</li> <li>● Identify factors considered in scheduling.</li> <li>● Identify factors considered when selecting suppliers.</li> <li>● Identify methods of inventory control.</li> </ul> <p>Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.</p> <ul style="list-style-type: none"> <li>● Identify key qualities of successful business leaders.</li> <li>● Describe where business ideas come from and how they are evaluated.</li> <li>● Identify current market trends that provide opportunity to entrepreneurs in a given scenario.</li> <li>● Marketing strategy and marketing mix for culminating project plan.</li> </ul> <p>Develop a marketing vision to introduce a product or service.</p> <ul style="list-style-type: none"> <li>● List the major aspects of marketing and explain the function and importance of each.</li> </ul> <p>Apply economic concepts when making decisions for an entrepreneurial venture.</p> <ul style="list-style-type: none"> <li>● Determine the differences between marginal cost and sunk cost.</li> <li>● Compare and contrast the different types of market structures.</li> <li>● Assess how market prices ration goods and services among those who want them.</li> <li>● Evaluate long-term alternatives for a business to reach profitability.</li> <li>● Assess how government plays a role in determining what is and what is not provided in a market economy.</li> </ul> <p>Use the financial concepts and tools needed by the entrepreneur in making business decisions.</p> <ul style="list-style-type: none"> <li>● Project total cash needed to start a business.</li> <li>● Identify the major sources of funding for a business.</li> <li>● Analyze for decision-making purposes the financial health of the business.</li> </ul> <p>Recognize that entrepreneurs must establish, maintain, and analyze appropriate records to make business decisions.</p> <ul style="list-style-type: none"> <li>● Examine software, methods, and systems that are available for business record-keeping.</li> <li>● Describe the effect that inaccurate or missing records have on other business records.</li> <li>● Describe the importance of comparing plans/budgets with actual data from business records.</li> </ul>	<p>BT 9.4 BT 9.5 BT 9.6 BT 9.7 BT 9.8</p> <p>ISTE 1.b, 2.b, 2.c, 3.a, 3.d, 3.c, 3.d, 6.a, 6.c, 6.d, 7.a, 7.b, 7.c, 7.d</p>
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	<ul style="list-style-type: none"> <li>● Forecast sales in order to plan purchases.</li> </ul> <p>Develop a management plan for an entrepreneurial venture.</p> <ul style="list-style-type: none"> <li>● Evaluate options for growing a business in a specific scenario.</li> <li>● Diagram the organizational structure of planned business.</li> <li>● Identify practices of an entrepreneurial leader.</li> <li>● Identify different technologies used to operate and manage a business.</li> <li>● Establish criteria to monitor achievement of the vision for a planned business.</li> <li>● Identify common risks that new businesses face.</li> </ul> <p>Analyze the effect of cultural differences, export/import opportunities, and trends on an entrepreneurial venture in the global marketplace.</p> <ul style="list-style-type: none"> <li>● Analyze necessary modifications to the U.S. business practices to facilitate interaction in the global marketplace.</li> <li>● Explain the effects of government regulations on international trade.</li> <li>● Analyze current trends in the global marketplace and their impacts on business.</li> </ul> <p>Analyze how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures.</p> <ul style="list-style-type: none"> <li>● Deduce the appropriate organizational structure based on business scale in a variety of scenarios.</li> <li>● Describe the role of partnerships, franchises, mergers, and acquisitions in growing a business.</li> <li>● Identify and evaluate the various ways in which government affects specific businesses.</li> <li>● Analyze the effect of unethical behavior on a business.</li> </ul> <p>Develop a business plan.</p> <ul style="list-style-type: none"> <li>● Demonstrate the ability to perform SWOT and cost-benefit analyses.</li> <li>● Evaluate the viability of business opportunities using a feasibility analysis.</li> <li>● Deduce the purposes and key components of a business plan.</li> <li>● Risk assessment for inclusion in the culminating project business plan. <ul style="list-style-type: none"> <li>● Written business plan for culminating project.</li> <li>● Presentation of business plan for culminating project.</li> <li>● For students taking part in NAFTrack Certification, this lesson is where they will upload their culminating project work sample and where you administer the end-of-course exam.</li> </ul> </li> </ul>	
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## **International Business**

Standard BT 4.1: Examine the role of trade, protectionism, and monetary markets in the global economy.

Students will demonstrate the ability to:

- Determine how the supply and demand of a currency affect its foreign exchange rate.
- Compare and contrast absolute and comparative advantage.
- Discuss the advantages and disadvantages and distributive effects of trade restrictions.
- Appraise free trade agreements between and among nations.

Standard BT 7.0: Explain the role of international business and identify its benefits and costs; analyze how it impacts business at all levels.

Students will demonstrate the ability to:

- Describe the impact of international business activities on the local, state, national, and international economies.
- Interpret the impact of emerging economies and political changes on international operations.
- Describe the resources of major cities throughout the world.
- Create a plan to obtain the skills and qualifications to enter a selected international business career.
- Detail the process for securing travel documents.
- Explain factors affecting an international business trip.
- Assess risk involved in international business travel.

Standard BT 7.1: Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the international business environment.

Students will demonstrate the ability to:

### **SOCIAL AND CULTURAL INFLUENCES**

- Compare the social roles of various populations in different countries.
- Define intercultural competence and discuss its importance when working in a global context.
- Describe how historical events shaped cultural and social structures of various countries.
- Recognize gift giving in business relationships in several cultures and give examples of appropriate gifts for persons in a given country.
- Compare business entertainment in various parts of the world.
- Discuss the significance of relationship building across different cultures.
- Compare and contrast the role of hierarchy across countries and how hierarchy affects business practices.



- Compare the business protocol of various countries.
- Analyze the value and use of time in various cultures.
- Develop a plan for receiving business visitors from a specific country.
- Define “Base of the Pyramid” markets and identify social and cultural differences in these markets that affect business markets.

#### POLITICAL ENVIRONMENT

- Discuss current world events that impact international business.
- Identify and explain formal and informal trade barriers.
- Analyze the impact of political environments on international business.

Standard BT 7.2: Apply communication strategies necessary and appropriate for effective and mutually beneficial international business relations.

Students will demonstrate the ability to:

- In a given language, use words and phrases important to business people.
- Explain the usage of names, titles, and ranks in different cultures and countries.
- Compare the business protocol of various countries.
- Evaluate the use of English in international communications.
- Identify examples of nonverbal communications affecting international business relationships and negotiations.
- Compare cultural attitudes about the use of time, silence, space, gestures, body language, and body and eye contact to successful international business relationships.
- Discuss how people from various cultures approach business negotiations.

Standard BT 7.3: Describe the factors that define what is considered ethical and socially responsible business behavior in a global business environment.

Students will demonstrate the ability to:

- Identify stakeholders to whom international companies are responsible.
- Identify current and emerging ethical issues in the global business environment.
- Explain how a country’s culture, history, and politics can influence ethical decisions.
- Describe potential consequences of unethical business dealings in various international settings.
- Identify key proactive strategies that international companies can use to build an ethical business culture.
- Identify pressures that international firms may face when dealing with ethical business issues.
- Identify what is included in a Corporate Code of Ethical Conduct.

Standard BT 7.4: Identify forms of business ownership and entrepreneurial opportunities available in international business.

Students will demonstrate the ability to:

- Suggest an appropriate form of business ownership for different international business situations.
- Identify organizations, government agencies, and other resources that a small and/or medium sized business might use to investigate international trade opportunities.
- Debate the advantages and disadvantages of expansion into international trade activities for a given business.
- Describe situations appropriate for indirect and direct exporting.
- Distinguish between licensing and franchising for international business activities.
- Describe internal and external factors that influence a company's international expansion.
- Create examples of joint ventures and strategic alliances for international business.

Standard BT 7.5: Relate balance of trade concepts to the import/export process.

Students will demonstrate the ability to:

- List the steps in the importing and exporting process.
- Identify the risks associated with importing and exporting.
- Describe situations appropriate for exporting.
- Analyze the import and export potential for a product or service.
- Describe the role of state and Federal agencies and other agencies and organizations that provide exporting information and assistance.
- Explain how historical events have contributed to the formation of strategic trade alliances.
- Discuss why governments impose trade barriers.
- Describe several international trade agreements and organizations.
- Calculate positive and negative trade balances.
- Describe potential resolutions for a negative trade balance.
- Discuss the benefits to countries for entering into trade agreements.

Standard BT 7.6: Analyze special challenges in operations and human resource management in international business.

Students will demonstrate the ability to:

- Describe uses of centralized and decentralized organizational structures.
- Explain quality standards as they relate to international commerce.
- Identify the factors that influence the application of managerial styles in different countries.
- Define such terms as host country, home country, expatriate, host country national, and third country.

- Identify how motivational techniques for workers may differ when used in different cultures.
- Discuss requirements for employment in various countries.
- Explain the advantages and disadvantages to a company in having access to a global labor pool.

Standard BT 7.7: Explain the concepts, role and importance of international finances and risk management.

Students will demonstrate the ability to:

- Describe how economic conditions, balance of payment situations, and political issues affect currency values.
- Distinguish between currencies.
- Define the role of central banks and how they affect currency values.
- Describe the international monetary system and supranational organizations such as the IMF and World Bank.
- Explain how a business finance trade with a partner in another country.
- Identify major foreign exchange and commercial risks associated with international business activities.

Standard BT 8.9: Examine the issues of corporate culture and managing in the global environment.

Students will demonstrate the ability to:

- Identify examples of the economic impact of globalization in business.
- Identify global economic factors that impact business.
- Discuss the impact of diversity within the global business environment.

<b>International Business Scope and Sequence</b>		
<b>Quarter (to be set by teachers)</b>	<b>Major Concepts</b>	<b>Standards</b>
1	<p>We live in a global economy, cultural influences on global business.</p> <ul style="list-style-type: none"> <li>● Explain the role of international business and identify its benefits and costs; analyze how it impacts business at all levels.</li> <li>● Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the international business environment.</li> <li>● Apply communication strategies necessary and appropriate for effective and mutually beneficial international business relations.</li> <li>● Describe the factors that define what is considered ethical and socially responsible business behavior in a global business environment.</li> </ul>	<p>BT 7.0 BT 7.1 BT 7.2 BT 7.3</p> <p>ISTE 1.b, 2.b, 3.a, 3.b, 3.c, 3.d, 6.a, 6.b, 6.c, 6.d, 7.b, 7.c, 7.d</p>
2	<p>Structures of international business organizations, importing, exporting, and trade relations, foreign exchange and international finance, management principles in action.</p> <ul style="list-style-type: none"> <li>● Identify forms of business ownership and entrepreneurial opportunities available in international business.</li> <li>● Relate balance of trade concepts to the import/export process.</li> <li>● Examine the role of trade, protectionism, and monetary markets in the global economy.</li> <li>● Analyze special challenges in operations and human resource management in international business.</li> <li>● Explain the concepts, role and importance of international finances and risk management.</li> <li>● Examine the issues of corporate culture and managing in the global environment.</li> </ul>	<p>BT 4.1 BT 7.4 BT 7.5 BT 7.6 BT 7.7 BT 8.9</p> <p>ISTE 1.b, 2.b, 3.a, 3.b, 3.c, 3.d, 6.a, 6.b, 6.c, 6.d, 7.b, 7.c, 7.d</p>

## Marketing I

Standard BT 9.1: Develop a marketing vision to introduce a product or service.

Students will demonstrate the ability to:

- Conduct market research to determine target market.
- Use primary and secondary data sources to locate information about potential target markets.
- Formulate a customer profile for a business venture.
- Estimate market share for a specific product or service.
- Select appropriate channels of distribution to reach a target market.
- Analyze where the market is in its product life cycle.
- Identify ways to track customers.
- Design strategies for maintaining customer loyalty.

Standard BT 10.0: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

Students will demonstrate the ability to:

- Recognize that a successful marketing strategy is built on positive customer relationships.
- Recognize how the elements of the marketing mix (product, price, plan, and promotion) create an image or personality position for a product or company.
- Describe the wide scope of marketing: business-to-consumer, business-to-business, industrial, nonprofit, personal, government, and electronic.
- Describe the importance of marketing in a global society.

Standard BT 10.1: Analyze the influence of external factors on marketing.

Students will demonstrate the ability to:

### GOVERNMENT AND LEGAL REGULATIONS

- Describe the impact of specific marketing regulations/laws on both domestic and international business.

### ETHICAL ISSUES

- Describe a code of ethical behavior for marketing.
- Differentiate between ethical and unethical marketing practices.
- Explain how unethical behavior can lead to government regulations.

#### ECONOMIC ISSUES

- Determine the ways in which economic conditions, both domestic and international, affect marketing.

#### COMPETITIVE ENVIRONMENT

- Describe ways competition affects marketing decisions.

#### STAKEHOLDERS

- Identify special interest groups concerned with marketing policy (stockholders, consumer groups, labor groups, and environmental groups).
- Describe the ways in which special interest groups influence marketing (pressure from government and labor groups).
- Analyze the ways in which marketers may respond to the concerns of special groups.

#### SOCIOCULTURAL ISSUES

- Describe ways cultural differences, both domestic and international, affect marketing activities.
- Analyze ways in which marketers may respond to the concerns of cultural groups.

#### TECHNOLOGY

- Explain the importance of having a technological edge over the competition (faster to market with new product).
- Determine new ways of marketing products using emerging and evolving technologies.

Standard BT 10.2: Analyze the characteristics, motivations, and behaviors of consumers.

Students will demonstrate the ability to:

#### CHARACTERISTICS OF CONSUMER BEHAVIOR

- Describe the impact of consumer differences (life stages and socioeconomic characteristics) on buying decisions.
- Differentiate between ultimate consumers and other types of consumers (government, business, industry, and nonprofit).
- Describe characteristics of the changing domestic and global populations (e.g., demographics, psychographics, and geographics).
- Differentiate between rational (cognitive) and emotional (affective) buying motives.
- Examine the ways the appearance of a business (including professional offices, online businesses, and in-store businesses) impact a customer's perceptions and expectations.

#### SEGMENTATION AND TARGET MARKETS

- Define market segmentation and describe how it is used.
- Identify the tools of market segmentation (demographics, psychographics, and geographics).
- Explain ways that segmentation can be used to identify target markets.

Standard BT 10.3: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.

Students will demonstrate the ability to:

## PRODUCTS AND SERVICES

### Classification.

- Classify products in consumer categories (convenience, shopping, and specialty goods) or industrial categories (raw materials, component parts, and installations).

### New Product Development and Ideas.

- Describe the process for new product and service development (conception, development, and test marketing).
- Identify ethical issues associated with product development.
- Examine global opportunities for new products.

### Packaging.

- Explain ethical and socially responsible considerations of packaging.
- Identify packaging options for different market segments.

### Branding.

- Identify qualities of an effective brand.
- Explain the impact of brands on consumer behavior.
- Examine reasons for brand loyalty.

### Product Mix.

- Define product mix.
- Examine the role consumer demand plays in line extension, brand extension, and new product lines.

### Product Life Cycle.

- Describe the stages of a product life cycle.
- Examine the product life cycle stage in which a product is located.

## PLACE

- Examine direct and indirect channels of distribution (wholesaler, agent, and broker) and when each is most appropriate to use.
- Describe evolving technologies (the Internet) as a channel of distribution.

## PRICE

- Identify pricing strategies (line, loss leader, psychological, penetration, and skimming) and situations in which each is applicable.
- Calculate a product's price using different pricing methods.
- Explain ways that government regulations/laws affect pricing practices (price discrimination and collusion).
- Explain the impact of evolving technologies on the changing roles of buyers and sellers in determining price.

## PROMOTION

### Advertising.

- Evaluate factors used to determine media selection.
- Identify methods for evaluating the effectiveness of various forms of advertising (print, broadcast, and electronic).
- Evaluate media pricing in relation to reach and frequency.
- Identify ethical issues (false and misleading advertising, copyright infringement, and age group discrimination).
- Recognize the impact of different cultural standards on advertising.
- Recognize marketing opportunities created by new communication technologies.

#### Sales Promotion.

- Describe the purposes of various types of sales promotion (encouraging repeat purchases and building traffic).
- Evaluate alternative forms of sales promotion.
- Identify legal issues related to various forms of sales promotion (sweepstakes, contests, and giveaways).

#### Public Relations and Publicity.

- Identify various forms of public relations activities.
- Differentiate between public relations activities (which are largely controllable) and publicity (which is largely uncontrollable).

#### Personal Selling.

- Demonstrate the steps involved in the personal selling process.
- Explore the ethical issues involved in personal selling (high pressure sales and misrepresenting product information).
- Examine the role of salespersons in building customer relationships.

#### Standard BT 10.4: Analyze the role of marketing research in decision-making.

Students will demonstrate the ability to:

- Identify the reasons for conducting market research.
- Differentiate between primary and secondary sources of data.
- Identify sources of secondary data (electronic and library).
- Identify the methods for collecting primary data (focus groups and surveys).
- Describe the procedures for conducting marketing research.

#### Standard BT 10.5: Describe the elements, design, and purposes of a marketing plan.

Students will demonstrate the ability to:

- Explain why a marketing plan is essential.
- Differentiate between short-term and long-term planning.
- Identify the components of a marketing plan.



- Identify the goals of a marketing plan.
- Recognize that a marketing plan is not a static document.

<b>Marketing I Scope and Sequence</b>		
<b>Quarter (to be set by teachers)</b>	<b>Major Concepts</b>	<b>Standards</b>
1	<p>Marketing and Basic Marketing Concepts.</p> <ul style="list-style-type: none"> <li>● Develop a marketing vision to introduce a product or service.</li> <li>● Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.</li> <li>● Analyze the characteristics, motivations, and behaviors of consumers.</li> <li>● Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.</li> <li>● Describe the elements, design, and purposes of a marketing plan.</li> <li>● Analyze the role of marketing research in decision-making.</li> </ul>	<p>BT 9.1 BT 10.0 BT 10.2 BT 10.3 BT 10.5 BT10.4</p> <p>ISTE 1.b, 2.a, 2.b, 3.a, 3.b, 3.c, 3.d, 4.d, 6.a, 6.b, 6.c, 6.d, 7.b, 7.c, 7.d</p>
2	<p>Promotional Concepts and Strategies and Visual Merchandising and Display.</p> <ul style="list-style-type: none"> <li>● Analyze the influence of external factors on marketing.</li> <li>● Analyze the characteristics, motivations, and behaviors of consumers.</li> </ul>	<p>BT 10.1 BT 10.2 BT 10.3</p> <p>ISTE 1.b, 2.a, 2.b, 3.a, 3.b, 3.c, 3.d, 4.d, 6.a, 6.b, 6.c, 6.d, 7.b, 7.c, 7.d</p>

## Marketing II - Sports & Entertainment

Standard BT 8.1: Analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market.

Students will demonstrate the ability to:

### IDENTIFYING THE MARKET

- Identify target markets for potential new businesses.
- Use primary and secondary data sources to locate information about potential target markets.
- Formulate a customer profile for a planned business.
- Compare and contrast the customer profile for a business today and ten years ago where significant change has occurred in a community (i.e., downtown vs. big box stores).

### REACHING THE MARKET

- Identify the advantages and disadvantages of starting a business on the Internet.
- Describe how the Internet and other emerging technologies have impacted the components of marketing (e.g., product, place, price, and promotion).
- Describe the layout and facilities needed for a planned business. Analyze the components of an effective commerce site.
- Design a marketing plan for a business (include the Internet and other emerging technologies if appropriate).

### KEEPING/INCREASING THE MARKET

- Select appropriate methods to respond to customer concerns.
- Identify new product/service opportunities.
- Identify ways businesses track customers.
- Design strategies for maintaining customer loyalty.
- Describe benefits of participating in a business sponsored community service activity.
- Develop quality control procedures.

Standard BT 8.2: Examine the role of ethics and social responsibility in decision-making.

Students will demonstrate the ability to:

### ETHICS

- Examine a business code of ethics.
- Identify the impact of unethical behavior on a business.
- Identify the relationship between ethics and governmental regulations.
- Identify guidelines for ethical decision-making.

- Identify ethical considerations resulting from various situations (technological advances, international competition, employer-employee relationships and consumer relations).
- Evaluate the benefits of ethical business behavior.

#### SOCIAL RESPONSIBILITY

- Identify ways in which a business organization demonstrates social responsibility toward its internal and external stakeholders.

Standard BT 9.1: Develop a marketing vision to introduce a product or service.

Students will demonstrate the ability to do the following for a sports/entertainment product/service:

- Conduct market research to determine target market.
- Use primary and secondary data sources to locate information about potential target markets.
- Formulate a customer profile for a business venture.
- Estimate market share for a specific product or service.
- Select appropriate channels of distribution to reach a target market.
- Analyze where the market is in its product life cycle.
- Identify ways to track customers.
- Design strategies for maintaining customer loyalty.

Standard BT 10.0: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.

Students will demonstrate the ability to do the following for a sports/entertainment product/service:

- Recognize that a successful marketing strategy is built on positive customer relationships.
- Recognize how the elements of the marketing mix (product, price, plan, and promotion) create an image or personality position for a sports/entertainment product or company.
- Describe the wide scope of marketing: business-to-consumer, business-to-business, industrial, nonprofit, personal, government, and electronic.
- Describe the importance of sports/entertainment marketing in a global society.

Standard BT 10.1: Analyze the influence of external factors on marketing.

Students will demonstrate the ability to:

#### GOVERNMENT AND LEGAL REGULATIONS

- Describe the impact of specific marketing regulations/laws on both domestic and international business.

#### ETHICAL ISSUES

- Describe a code of ethical behavior for marketing.
- Differentiate between ethical and unethical marketing practices.
- Explain how unethical behavior can lead to government regulations.

#### ECONOMIC ISSUES

- Determine the ways in which economic conditions, both domestic and international, affect marketing.

#### COMPETITIVE ENVIRONMENT

- Describe ways competition affects marketing decisions.

#### STAKEHOLDERS

- Identify special interest groups concerned with marketing policy (stockholders, consumer groups, labor groups, and environmental groups).
- Describe the ways in which special interest groups influence marketing (pressure from government and labor groups).
- Analyze the ways in which marketers may respond to the concerns of special groups.

#### SOCIOCULTURAL ISSUES

- Describe ways cultural differences, both domestic and international, affect marketing activities.
- Analyze ways in which marketers may respond to the concerns of cultural groups.

#### TECHNOLOGY

- Explain the importance of having a technological edge over the competition (faster to market with new product).
- Determine new ways of marketing products using emerging and evolving technologies.

Standard BT 10.2: Analyze the characteristics, motivations, and behaviors of consumers.

Students will demonstrate the ability to:

#### CHARACTERISTICS OF CONSUMER BEHAVIOR

- Describe the impact of consumer differences (life stages and socioeconomic characteristics) on buying decisions.
- Differentiate between ultimate consumers and other types of consumers (government, business, industry, and nonprofit).
- Describe characteristics of the changing domestic and global populations (e.g., demographics, psychographics, and geographics).
- Differentiate between rational (cognitive) and emotional (affective) buying motives.
- Examine the ways the appearance of a business or venue (including professional offices, online businesses, and sports/entertainment venues) impact a customer's perceptions and expectations.

#### SEGMENTATION AND TARGET MARKETS

- Define market segmentation and describe how it is used.
- Identify the tools of market segmentation (demographics, psychographics, and geographics).

- Explain ways that segmentation can be used to identify target markets.

Standard BT 10.3: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.

Students will demonstrate the ability to:

## PRODUCTS AND SERVICES

Classification.

- Classify products in consumer categories (convenience, shopping, and specialty goods) or industrial categories (raw materials, component parts, and installations).

New Product Development and Ideas.

- Describe the process for new product and service development (conception, development, and test marketing).
- Identify ethical issues associated with product development.
- Examine global opportunities for new products.

Packaging.

- Explain ethical and socially responsible considerations of packaging.
- Identify packaging options for different market segments.

Branding.

- Identify qualities of an effective brand.
- Explain the impact of brands on consumer behavior.
- Examine reasons for brand loyalty.

Product Mix.

- Define product mix.
- Examine the role consumer demand plays in line extension, brand extension, and new product lines.

Product Life Cycle.

- Describe the stages of a product life cycle.
- Examine the product life cycle stage in which a product is located.

PLACE

- Examine direct and indirect channels of distribution (wholesaler, agent, and broker) and when each is most appropriate to use.
- Describe evolving technologies (the Internet) as a channel of distribution.

PRICE

- Identify pricing strategies (line, loss leader, psychological, penetration, and skimming) and situations in which each is applicable.
- Calculate a product's price using different pricing methods.

- Explain ways that government regulations/laws affect pricing practices (price discrimination and collusion).
- Explain the impact of evolving technologies on the changing roles of buyers and sellers in determining price.

#### PROMOTION

##### Advertising.

- Evaluate factors used to determine media selection.
- Identify methods for evaluating the effectiveness of various forms of advertising (print, broadcast, and electronic).
- Evaluate media pricing in relation to reach and frequency.
- Identify ethical issues (false and misleading advertising, copyright infringement, and age group discrimination).
- Recognize the impact of different cultural standards on advertising.
- Recognize marketing opportunities created by new communication technologies.

##### Sales Promotion.

- Describe the purposes of various types of sales promotion (encouraging repeat purchases and building traffic).
- Evaluate alternative forms of sales promotion.
- Identify legal issues related to various forms of sales promotion (sweepstakes, contests, and giveaways).

##### Public Relations and Publicity.

- Identify various forms of public relations activities.
- Differentiate between public relations activities (which are largely uncontrollable) and publicity (which is largely uncontrollable).

##### Personal Selling.

- Demonstrate the steps involved in the personal selling process.
- Explore the ethical issues involved in personal selling (high pressure sales and misrepresenting product information).
- Examine the role of salespersons in building customer relationships.

Standard BT 10.4: Analyze the role of marketing research in decision-making.

Students will demonstrate the ability to:

- Identify the reasons for conducting market research.
- Differentiate between primary and secondary sources of data.
- Identify sources of secondary data (electronic and library).
- Identify the methods for collecting primary data (focus groups and surveys).
- Describe the procedures for conducting marketing research.

Standard BT 10.5: Describe the elements, design, and purposes of a marketing plan.

Students will demonstrate the ability to:

- Explain why a marketing plan is essential.
- Differentiate between short-term and long-term planning.
- Identify the components of a marketing plan.
- Identify the goals of a marketing plan.
- Recognize that a marketing plan is not a static document.

<b>Marketing II - Sports &amp; Entertainment Scope and Sequence</b>		
<b>Quarter (to be set by teachers)</b>	<b>Major Concepts</b>	<b>Standards</b>
1	<p>Marketing and Basic Marketing Concepts for Sports &amp; Entertainment.</p> <ul style="list-style-type: none"> <li>● Develop a marketing vision to introduce a product or service.</li> <li>● Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.</li> <li>● Analyze the characteristics, motivations, and behaviors of consumers.</li> <li>● Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.</li> <li>● Describe the elements, design, and purposes of a marketing plan.</li> </ul> <p>The Business of Sports &amp; Entertainment.</p> <ul style="list-style-type: none"> <li>● Identify pricing strategies (line, loss leader, psychological, penetration, and skimming) and situations in which each is applicable.</li> <li>● Calculate a product's price using different pricing methods.</li> <li>● Explain ways that government regulations/laws affect pricing practices (price discrimination and collusion).</li> <li>● Explain the impact of evolving technologies on the changing roles of buyers and</li> </ul>	<p>BT 9.1 BT 8.2 BT 10.0 BT 10.2 BT 10.3 BT 10.5</p> <p>ISTE 1.b, 2.a, 2.b, 3.a, 3.b, 3.c, 3.d, 4.d, 6.a, 6.b, 6.c, 6.d, 7.b, 7.c, 7.d</p>

	<p>sellers in determining price.</p> <ul style="list-style-type: none"> <li>● Examine a business code of ethics.</li> <li>● Identify the impact of unethical behavior on a business.</li> <li>● Identify the relationship between ethics and governmental regulations.</li> <li>● Identify guidelines for ethical decision-making.</li> <li>● Identify ethical considerations resulting from various situations (technological advances, international competition, employer-employee relationships and consumer relations).</li> </ul> <p>Begin Virtual Business - Sports &amp; Entertainment Project.</p>	
2	<p>Promotional Concepts and Strategies for global markets.</p> <ul style="list-style-type: none"> <li>● Analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market.</li> <li>● Analyze the influence of external factors on marketing.</li> <li>● Analyze the characteristics, motivations, and behaviors of consumers.</li> <li>● Examine direct and indirect channels of distribution (wholesaler, agent, and broker) and when each is most appropriate to use.</li> <li>● Describe evolving technologies (the Internet) as a channel of distribution.</li> </ul> <p>Complete Virtual Business - Sports &amp; Entertainment Project.</p>	<p>BT 8.1  BT 8.2  BT 10.1  BT 10.2  BT 10.3  BT 10.4</p> <p>ISTE 1.b, 2.a, 2.b, 3.a, 3.b, 3.c,  3.d, 4.d, 6.a, 6.b, 6.c, 6.d, 7.b,  7.c, 7.d</p>

## Personal Finance I

Standard BT 1.7: Use mathematical procedure to analyze and solve business problems.

Students will demonstrate the ability to:

- Compute federal and personal income taxes.
- Compute gross pay for salaried and hourly employees.
- Compute payroll withholdings both required and optional.
- Compute net pay.



Standard BT 1.8: Explain the individual income tax procedures and requirements to comply with tax laws and regulations.

Students will demonstrate the ability to:

- Describe the history and purpose of tax law in the United States and the process by which tax laws are created.
- Explain the composition of taxable income and calculate income tax.
- Complete individual income tax forms.
- Distinguish between tax avoidance and tax evasion.

#### PAYROLL

- Calculate net pay.
- Calculate employer's payroll taxes.

Standard BT 4.0: Analyze the role of government in economic systems, especially the role of government in the US economy.

Students will demonstrate the ability to:

- Define and give examples of progressive, regressive, and proportional taxes and their effect on specific income groups.
- Give examples of taxes based on the principles of benefits received and ability to pay.
- Evaluate the equity of taxes based on income, wealth, and consumption.
- Explain how government's redistribution of income from taxation, spending, and assistance/entitlement programs affects the well-being of people and businesses in an economy.

Standard BT 5.0: Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.

Students will demonstrate the ability to:

- Apply the decision-making process to various types of decisions at different stages of the life cycle.
- Examine the impact of advertising, peer pressure, and family history on personal financial decisions.

Standard BT 5.1: Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.

Students will demonstrate the ability to:

- Identify types of income other than wages (e.g., interest, rent and profit) that people earn from their resources.
- Compare and contrast compensation packages that include varying levels of wages and benefits.
- Describe the different types of taxes, (progressive, regressive, proportional).
- Explore potential tax deductions and credits on a tax return.
- Calculate personal tax liability for various types of taxes (e.g. property, income, sales, FICA, Medicare).

- Calculate net pay.
- Investigate employee benefits and incentives.

Standard BT 5.2: Develop and evaluate a spending/savings plan.

Students will demonstrate the ability to:

- Explain the difference between needs and wants.
- Explain the difference between fixed and variable expenses.
- Apply decision making skills to build a monthly budget allocating income.
- Explain allocation of surplus funds in the budget process.
- Explain the need to re-evaluate spending/savings plans.

Standard BT 5.3: Evaluate savings and investment options to meet short- and long-term goals.

Students will demonstrate the ability to:

- Apply criteria for choosing a savings or investment instrument (market risk, inflation risk, interest rate risk, liquidity, and minimum amount needed for investment).
- Explain why a savings and investing plan changes as one proceeds through the life cycle.

Standard BT 5.4: Apply a decision-making model to maximize consumer satisfaction when buying goods and services.

Students will demonstrate the ability to:

- Compare the costs and benefits of purchasing, leasing, and renting.
- Calculate the costs of utilities, services, maintenance, and other expenses involved in independent living.

Standard BT 5.5: Evaluate services provided by financial deposit institutions to transfer funds.

Students will demonstrate the ability to:

- Identify the rights and responsibilities associated with using a checking account.
- Describe the steps involved in opening and using a checking account.
- Compare and contrast the different types of checking account offered by various financial institutions.
- Differentiate among types of electronic monetary transactions (e.g., debit card, ATM, and automatic deposits/payments) offered by various financial institutions.
- Recognize the costs associated with services offered by financial deposit institutions (overdrafts and stop-payment orders).
- Describe and use the steps involved in the bank reconciliation process.

- Compare and contrast the various forms of endorsement.
- Compare costs and benefits of online and traditional banking.

Standard BT 5.6: Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.

Students will demonstrate the ability to:

- Analyze various sources and types of credit (short-and long-term) and related costs.
- Select an appropriate form of credit for a particular buying decision.
- Compare and contrast the various aspects of credit cards (APR, grace period, incentive buying, methods of calculating interest, and fees).
- Explain credit ratings and credit reports and describe why they are important to consumers.
- Describe the relationship between a credit rating and the cost of credit.
- Research rights and responsibilities of consumers according to credit legislation (truth-in lending, fair credit reporting, equal credit opportunity, and fair debt collection).
- Compare and contrast the legal aspects of different forms of credit (title transfer, responsibility limits, collateral requirements, and co-signing).
- Describe legal and illegal types of credit that carry high interest rates (payday loans, rent-to-buy agreements, and loan sharking).
- Identify the components listed on a credit report and explain how that information is used and how it is received by and reported from the credit reporting agencies.

Standard BT 8.4: Describe the role of organized labor and its influence on government and business.

Students will demonstrate the ability to:

- Describe the history of the labor movement and why unions were organized.

<b>Personal Finance I Scope and Sequence</b>		
<b>Quarter</b>	<b>Major Concepts</b>	<b>Standards</b>
1	Pay, benefits, deductions, and working conditions.	BT1.7

	<p>Identify various forms of income and analyze factors that affect income and working conditions as a part of the career decision-making process.</p> <ul style="list-style-type: none"> <li>● Identify types of income other than wages (e.g., interest, rent and profit) that people earn from their resources.</li> <li>● Compare and contrast compensation packages that include varying levels of wages and benefits.</li> <li>● Calculate personal tax liability for various types of taxes (e.g. property, income, sales, FICA, Medicare).</li> <li>● Calculate net pay.</li> <li>● Investigate employee benefits and incentives.</li> </ul> <p>Use mathematical procedure to analyze and solve business problems.</p> <ul style="list-style-type: none"> <li>● Compute gross pay for salaried and hourly employees.</li> <li>● Compute payroll withholdings both required and optional.</li> <li>● Compute net pay.</li> </ul> <p>Budgets, financial condition and personal file management.</p> <p>Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.</p> <ul style="list-style-type: none"> <li>● Apply the decision-making process to various types of decisions at different stages of the life cycle.</li> <li>● Examine the impact of advertising, peer pressure, and family history on personal financial decisions.</li> </ul> <p>Develop and evaluate a spending/savings plan.</p> <ul style="list-style-type: none"> <li>● Explain the difference between needs and wants.</li> <li>● Explain the difference between fixed and variable expenses.</li> <li>● Apply decision making skills to build a monthly budget allocating income.</li> <li>● Explain allocation of surplus funds in the budget process.</li> <li>● Explain the need to reevaluate spending/savings plans.</li> </ul> <p>Evaluate savings and investment options to meet short- and long-term goals.</p> <ul style="list-style-type: none"> <li>● Apply criteria for choosing a savings or investment instrument (market risk, inflation risk, interest rate risk, liquidity, and minimum amount needed for investment).</li> <li>● Explain why a savings and investing plan changes as one proceeds through the life cycle.</li> </ul> <p>Apply a decision-making model to maximize consumer satisfaction when buying goods and services.</p> <ul style="list-style-type: none"> <li>● Compare the costs and benefits of purchasing, leasing, and renting.</li> <li>● Calculate the costs of utilities, services, maintenance, and other expenses involved in independent</li> </ul>	<p>BT5.0 BT5.1 BT5.2 BT5.3 BT5.4 BT5.5 BT8.4</p> <p>CCSS.MATH.CONTENT.HSN.Q.A.1</p> <p>CCSS.MATH.CONTENT.HSN.Q.A.2</p> <p>CCSS.MATH.CONTENT.HSN.Q.A.3</p> <p>CCSS.MATH.CONTENT.HSA.SSE.A.1</p> <p>CCSS.MATH.CONTENT.HSA.SSE.A.1.A</p> <p>CCSS.MATH.CONTENT.HSA.SSE.A.1.B</p> <p>CCSS.MATH.CONTENT.HSA.REI.A.1</p>
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	<p>living. Financial institutions, banking, and using checking accounts. Evaluate services provided by financial deposit institutions to transfer funds.</p> <ul style="list-style-type: none"> <li>● Identify the rights and responsibilities associated with using a checking account.</li> <li>● Describe the steps involved in opening and using a checking account.</li> <li>● Compare and contrast the different types of checking account offered by various financial institutions.</li> <li>● Differentiate among types of electronic monetary transactions (e.g., debit card, ATM, and automatic deposits/payments) offered by various financial institutions.</li> <li>● Recognize the costs associated with services offered by financial deposit institutions (overdrafts and stop-payment orders).</li> <li>● Describe and use the steps involved in the bank reconciliation process.</li> <li>● Compare and contrast the various forms of endorsement.</li> <li>● Compare costs and benefits of online and traditional banking.</li> </ul> <p>Completion of EverFi Financial Literacy Modules 1-4.</p>	<p>CCSS.MATH.CONT ENT.HSA.HSS.IC.8. 6</p> <p>MP1 MP2 MP3 MP4 MP5 MP6</p> <p>ISTE 1.b, 2.a, 2.b, 5.b, 6.c, 6.d, 7.b, 7.c, 7.d</p>
2	<p>Taxes. Analyze the role of government in economic systems, especially the role of government in the US economy.</p> <ul style="list-style-type: none"> <li>● Define and give examples of progressive, regressive, and proportional taxes and their effect on specific income groups.</li> <li>● Give examples of taxes based on the principles of benefits received and ability to pay.</li> <li>● Evaluate the equity of taxes based on income, wealth, and consumption.</li> <li>● Explain how government’s redistribution of income from taxation, spending, and assistance/entitlement programs affects the well-being of people and businesses in an economy.</li> </ul> <p>Explain the individual income tax procedures and requirements to comply with tax laws and regulations.</p> <ul style="list-style-type: none"> <li>● Describe the history and purpose of tax law in the United States and the process by which tax laws are created.</li> <li>● Explain the composition of taxable income and calculate income tax.</li> <li>● Complete individual income tax forms.</li> <li>● Distinguish between tax avoidance and tax evasion.</li> </ul> <p>Identify various forms of income and analyze factors that affect income as a part of the career decision-making</p>	<p>BT1.8 BT4.0 BT5.1 BT5.6</p> <p>MP1 MP2 MP3 MP4 MP5 MP6</p> <p>ISTE 1.b, 2.a, 2.b, 5.b, 6.c, 6.d, 7.b, 7.c, 7.d</p>

	<p>process.</p> <ul style="list-style-type: none"> <li>● Describe the different types of taxes, (progressive, regressive, proportional).</li> <li>● Explore potential tax deductions and credits on a tax return.</li> <li>● Calculate personal tax liability for various types of taxes (e.g. property, income, sales, FICA, Medicare).</li> </ul> <p>Using Credit.</p> <p>Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.</p> <ul style="list-style-type: none"> <li>● Analyze various sources and types of credit (short-and long-term) and related costs.</li> <li>● Select an appropriate form of credit for a particular buying decision.</li> <li>● Compare and contrast the various aspects of credit cards (APR, grace period, incentive buying, methods of calculating interest, and fees).</li> <li>● Explain credit ratings and credit reports and describe why they are important to consumers.</li> <li>● Describe the relationship between a credit rating and the cost of credit.</li> <li>● Research rights and responsibilities of consumers according to credit legislation (truth-in lending, fair credit reporting, equal credit opportunity, and fair debt collection).</li> <li>● Compare and contrast the legal aspects of different forms of credit (title transfer, responsibility limits, collateral requirements, and co-signing).</li> <li>● Describe legal and illegal types of credit that carry high interest rates (payday loans, rent-to-buy agreements, and loan sharking).</li> <li>● Identify the components listed on a credit report and explain how that information is used and how it is received by and reported from the credit reporting agencies.</li> </ul> <p>Completion of EverFi Modules 5-9.</p> <p>Complete of Online “Living On Your Own” Simulation.</p>	
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## Personal Finance II

Standard BT 1.7: Use mathematical procedure to analyze and solve business problems.

Students will demonstrate the ability to:

- Calculate Return on Investment - Rule of 72.
- Calculate the purchase price of a stock.
- Calculate compound interest and the resulting compound amount at the maturity date for savings and investments.
- Calculate and compare the rates of return for various financial instruments to make decisions.

Standard BT 4.0: Analyze the role of government in economic systems, especially the role of government in the US economy.

Students will demonstrate the ability to:

- Identify monetary policies used by the Federal Reserve System to regulate the economy.

Standard BT 5.0: Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.

Students will demonstrate the ability to:

- Apply the decision-making process to various types of decisions at different stages of the life cycle.
- Examine the impact of advertising, peer pressure, and family history on personal financial decisions.

Standard BT 5.2: Develop and evaluate a spending/savings plan.

Students will demonstrate the ability to:

- Explain allocation of surplus funds in the budget process.
- Explain the need to re-evaluate spending/savings plans.

Standard BT 5.3: Evaluate savings and investment options to meet short- and long-term goals.

Students will demonstrate the ability to:

- Apply criteria for choosing a savings or investment instrument (market risk, inflation risk, interest rate risk, liquidity, and minimum amount needed for investment).
- Distinguish between the rights and responsibilities of owners of debit and equity investments.
- Explain why a savings and investing plan changes as one proceeds through the life cycle.
- Differentiate between interest, dividends, capital gains, and rent from property.
- Evaluate the tax incentives available for certain investments.

- Examine the role of saving and investing in creating a financial plan.
- Develop financial goals for the future based on one's lifestyle expectations and career choices.

Standard BT 5.5: Evaluate services provided by financial deposit institutions to transfer funds.

Students will demonstrate the ability to:

- Compare and contrast the different types of checking account offered by various financial institutions.
- Differentiate among types of electronic monetary transactions (e.g., debit card, ATM, and automatic deposits/payments, electronic funds transfers for bill payment and funds management) offered by various financial institutions.
- Recognize the costs associated with services offered by financial deposit institutions (overdrafts, stop-payment orders, financial planning and investment services).

Standard BT 5.6: Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.

Students will demonstrate the ability to:

- Analyze various sources and types of credit (short-and long-term) and related costs.
- Select an appropriate form of credit for a particular buying decision.
- Explain credit ratings and credit reports and describe why they are important to consumers.
- Describe the relationship between a credit rating and the cost of credit.
- Identify strategies for effective debt management.
- Identify the components listed on a credit report and explain how that information is used and how it's received by and reported from the credit reporting agencies.

Standard BT 5.7: Analyze choices available to consumers for protection against risk and financial loss.

Students will demonstrate the ability to:

- Identify the type of insurance associated with different types of risk (automobile, personal and professional liability, home and apartment, health, life, long- term care, and disability).
- Explain why insurance needs change throughout the life cycle.
- Identify various suppliers of insurance (public and private).
- Explain the role of insurance in financial planning.
- Give examples of how people manage risk through avoidance, reduction, retention, and transfer.
- Analyze the conditions under which young adults need life, health, and disability insurance.



Standard BT 5.8: Make financial decisions by systematically considering alternatives and consequences.

Students will demonstrate the ability to:

- Set measurable short-medium-and long-term financial goals.
- Apply systematic decision making to a long-term goal.
- Analyze how inflation affects financial decisions.
- Analyze how taxes affect financial decisions.
- Evaluate the different investment options on the market to determine which vehicle(s) meet the needs of short and long-term goals.

Standard BT 5.9: Examine the purpose and importance of a will.

Students will demonstrate the ability to:

- Identify the individuals and/or charitable organizations that are potential beneficiaries of personal property.
- Explain how the law in the state of residence specifies the dispositions of an estate when there is no valid will.
- Explain the purpose and importance of a “living will” (durable power of attorney for health care).

<b>Personal Finance II Scope and Sequence</b>		
<b>Quarter (to be set by teachers)</b>	<b>Major Concepts</b>	<b>Standards</b>
1	Economic cycles and impact on savings and financial planning for the future. Investing. Use mathematical procedure to analyze and solve business problems. <ul style="list-style-type: none"> <li>● Calculate Return on Investment - Rule of 72.</li> <li>● Calculate the purchase price of a stock.</li> <li>● Calculate compound interest and the resulting compound amount at the maturity date for savings and investments.</li> <li>● Calculate and compare the rates of return for various financial instruments to make decisions.</li> </ul>	BT1.7 BT4.0 BT5.0 BT5.2 BT5.3 BT5.5 BT5.8 BT5.9

	<p>Analyze the role of government in economic systems, especially the role of government in the US economy.</p> <ul style="list-style-type: none"> <li>● Identify monetary policies used by the Federal Reserve System to regulate the economy.</li> </ul> <p>Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.</p> <ul style="list-style-type: none"> <li>● Apply the decision-making process to various types of decisions at different stages of the life cycle.</li> <li>● Examine the impact of advertising, peer pressure, and family history on personal financial decisions.</li> </ul> <p>Develop and evaluate a spending/savings plan.</p> <ul style="list-style-type: none"> <li>● Explain allocation of surplus funds in the budget process.</li> <li>● Explain the need to re-evaluate spending/savings plans.</li> </ul> <p>Evaluate savings and investment options to meet short- and long-term goals.</p> <ul style="list-style-type: none"> <li>● Apply criteria for choosing a savings or investment instrument (market risk, inflation risk, interest rate risk, liquidity, and minimum amount needed for investment).</li> <li>● Distinguish between the rights and responsibilities of owners of debit and equity investments.</li> <li>● Explain why a savings and investing plan changes as one proceeds through the life cycle.</li> <li>● Differentiate between interest, dividends, capital gains, and rent from property.</li> <li>● Evaluate the tax incentives available for certain investments.</li> <li>● Examine the role of saving and investing in creating a financial plan.</li> </ul> <p>Evaluate services provided by financial deposit institutions to transfer funds.</p> <ul style="list-style-type: none"> <li>● Compare and contrast the different types of checking account offered by various financial institutions.</li> <li>● Differentiate among types of electronic monetary transactions (e.g., debit card, ATM, and automatic deposits/payments, electronic funds transfers for bill payment and funds management) offered by various financial institutions.</li> <li>● Recognize the costs associated with services offered by financial deposit institutions (overdrafts, stop-payment orders, financial planning and investment services).</li> </ul> <p>Make financial decisions by systematically considering alternatives and consequences.</p> <ul style="list-style-type: none"> <li>● Set measurable short-medium-and long-term financial goals.</li> <li>● Apply systematic decision making to a long-term goal.</li> <li>● Analyze how inflation affects financial decisions.</li> <li>● Analyze how taxes affect financial decisions.</li> <li>● Evaluate the different investment options on the market to determine which vehicle(s) meet the needs of short and long-term goals.</li> </ul>	<p>CCSS.MATH.CONT ENT.HSN.Q.A.1</p> <p>CCSS.MATH.CONT ENT.HSN.Q.A.2</p> <p>CCSS.MATH.CONT ENT.HSN.Q.A.3</p> <p>CCSS.MATH.CONT ENT.HSA.SSE.A.1</p> <p>CCSS.MATH.CONT ENT.HSA.SSE.A.1. A</p> <p>CCSS.MATH.CONT ENT.HSA.SSE.A.1.B</p> <p>CCSS.MATH.CONT ENT.HSA.REI.A.1</p> <p>CCSS.MATH.CONT ENT.HSA.CED.A.4</p> <p>CCSS.MATH.CONT ENT.HSS.ID.B.6</p> <p>CCSS.MATH.CONT</p>
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	<p>The Stock Market Game Project.</p> <p>Estate Planning. Examine the purpose and importance of a will.</p> <ul style="list-style-type: none"> <li>● Identify the individuals and/or charitable organizations that are potential beneficiaries of personal property.</li> <li>● Explain how the law in the state of residence specifies the dispositions of an estate when there is no valid will.</li> <li>● Explain the purpose and importance of a “living will” (durable power of attorney for health care).</li> </ul>	<p>ENT.HSS.IC.B.6</p> <p>MP1 MP2 MP3 MP4 MP5 MP6</p> <p>ISTE 1.b, 2.a, 2.b, 3.a, 3.b, 3.c, 3.d, 5.b, 5.c, 6.a, 6.b, 6.c, 7.b, 7.c, 7.d</p>
2	<p>Investment Vehicles. Use mathematical procedure to analyze and solve business problems.</p> <ul style="list-style-type: none"> <li>● Calculate the purchase price of a stock.</li> <li>● Calculate compound interest and the resulting compound amount at the maturity date for savings and investments.</li> <li>● Calculate and compare the rates of return for various financial instruments to make decisions.</li> </ul> <p>Make financial decisions by systematically considering alternatives and consequences.</p> <p>The Stock Market Game Project (continued).</p> <p>Insurance. Analyze choices available to consumers for protection against risk and financial loss.</p> <ul style="list-style-type: none"> <li>● Identify the type of insurance associated with different types of risk (automobile, personal and professional liability, home and apartment, health, life, long- term care, and disability).</li> <li>● Explain why insurance needs change throughout the life cycle.</li> <li>● Identify various suppliers of insurance (public and private).</li> <li>● Explain the role of insurance in financial planning.</li> </ul>	<p>BT1.7 BT5.6 BT5.7 BT5.8</p> <p>MP1 MP2 MP3 MP4 MP5 MP6</p> <p>ISTE 1.b, 2.a, 2.b, 3.a, 3.b, 3.c, 3.d, 5.b, 5.c, 6.a, 6.b, 6.c, 7.b, 7.c, 7.d</p>

	<ul style="list-style-type: none"> <li>● Give examples of how people manage risk through avoidance, reduction, retention, and transfer.</li> <li>● Analyze the conditions under which young adults need life, health, and disability insurance.</li> </ul> <p>Costs of Borrowing.</p> <p>Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.</p> <ul style="list-style-type: none"> <li>● Analyze various sources and types of credit (short-and long-term) and related costs.</li> <li>● Select an appropriate form of credit for a particular buying decision.</li> <li>● Explain credit ratings and credit reports and describe why they are important to consumers.</li> <li>● Describe the relationship between a credit rating and the cost of credit.</li> <li>● Identify strategies for effective debt management.</li> <li>● Identify the components listed on a credit report and explain how that information is used and how it's received by and reported from the credit reporting agencies.</li> </ul>	
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## **Principles of Accounting**

Standard BT 1.0: Explain the role that accountants play in business and society.

Students will demonstrate the ability to:

- Explain the need for a code of ethics in accounting and the ethical responsibilities of accountants.
- Explain how current events impact the accounting profession.
- Identify the major policy setting bodies in the accounting profession and explain their role.
- Explain the skills and competencies needed to be successful in the accounting profession.
- Compare and contrast various career opportunities in the field of accounting.
- Describe jobs in the industry and corresponding qualifications and salaries.
- Evaluate which jobs are most suitable for them based on their personal interests and skills.

Standard BT 1.1: Demonstrate the skills and competencies required to be successful in the accounting profession and/or in an accounting related career.

Students will demonstrate the ability to:

- Apply analytical and critical decision making skills.
- Demonstrate the ability to work within a team concept.

- Evaluate personal experience and qualifications for potential employment opportunities.
- Display understanding of potential employment opportunities.
- Develop a personal educational and career path in accounting.
- Demonstrate the ability to create a profile for an appropriate college choice.

Standard BT 1.2: Develop an understanding and working knowledge of an annual reports and financial statements.

Students will demonstrate the ability to:

- Identify sources for obtaining financial reports.
- Describe the users and uses of financial information.
- Identify the sections in an annual report and the purpose of each section.
- Explain the role of management and the auditor in preparing and issuing an annual report.
- Identify and explain the types of audit opinions.
- Explain the role of accounting and regulatory organizations in relation to financial reports.
- Describe the information provided in each financial statement and how the statements articulate with each other.
- Describe the relationship between assets, liabilities, and equity on the balance sheet.
- Identify and explain the classifications within assets, liabilities, and equity.
- Identify the different formats of an income statement.
- Identify the classifications in an income statement and explain their relationship to each other (revenue, expenses, gains, losses).
- Describe changes in the ownership structure using the statement of equity.
- Explain how and why the conceptual framework of accounting and generally accepted accounting principles provide guidance and structure for preparing financial statements.
- Describe the different forms of business ownership and the advantages and disadvantages of each form.
- Explain how the different forms of business ownership are reported in the financial statements.
- Compare and contrast the advantages of different business forms.
- Identify the different types of business operations.
- Explain how the different types of business operations are reflected in the financial statements.
- Identify and explain the business activities reported in a statement of cash flows (operating, investing, and financing).
- Infer the skills and knowledge about accounting needed to be successful in an authentic project.
- Identify general accounting terms with which to build a taxonomy.

Standard BT 1.3: Identify and describe generally accepted accounting principles (GAAP), explain how the application of GAAP

impacts the recording of financial transactions, and the preparation of financial statements.

Students will demonstrate the ability to:

#### CONCEPTUAL FRAMEWORK FOR FINANCIAL REPORTING

- Describe and explain the conceptual framework of accounting and generally accepted accounting principles and assumptions.
- List the major policy-setting and enforcement bodies in accounting and describe their respective roles.
- Explain how the various regulatory agencies influence each other as well as the world of accounting.
- Define assets, liabilities, equity, revenue, expenses, gains, and losses.
- Distinguish between the accrual basis of accounting and the cash basis of accounting and discuss the impact each has on the financial statements.

#### ASSETS

- Explain the accounting methods used to determine the value of accounts receivable to be reported on the balance sheet and describe the effect on the income statement.
- Record transactions for accounts receivable, including uncollectible accounts, write-offs, and recoveries.
- Explain the difference between the periodic and perpetual inventory methods.
- Identify and describe the cost flow assumptions for inventory and explain the impact on the balance sheet and income statement.
- Describe the criteria used to distinguish between capital expenditures and revenue expenditures.
- Determine the costs of property, plant, and equipment, natural resources, and intangible assets.
- Explain the purpose of cost allocation.
- Identify, calculate, and record depreciation, depletion, and amortization and explain the impact on the financial statements.
- Determine the impact on the financial statements when assets are sold, disposed, or rendered obsolete.

#### LIABILITIES

- Record transactions for accounts payable and other short-term debt.
- Determine the initial valuation of long-term debt instruments and their impact on the financial statements.
- Record transactions for long-term debt instruments.
- Calculate the cost of borrowed funds and determine the impact on the financial statements.

#### EQUITY

- Explain how operating results, capital contributions, and distribution of earnings affect equity for the various types of ownership structures.
- Identify and describe the different classes of stock and explain the rights afforded each class of stock.
- Record equity-related transaction.
- Explain how the acquisition and sale of a company's own stock affects the financial statements.

- Differentiate between stock splits and stock dividends and explain how each affects equity.

#### REVENUE

- Describe the criteria used to determine revenue recognition.
- Record revenue-related transactions.

#### EXPENSE

- Describe the criteria used to determine expense recognition.
- Record expense related transactions.

#### GAINS AND LOSSES

- Distinguish between revenue and gains.
- Distinguish between expenses and losses.
- Record transactions resulting in gains and losses.

Standard BT 1.4: Complete the steps of the Accounting cycle in order to prepare the financial statements.

Students will demonstrate the ability to:

- Define accounting and explain the purpose of the accounting system.
- Describe the accounting cycle.
- Describe the purpose of journals and ledgers and their relationship.
- Analyze and describe how business transactions impact the accounting equation.
- Apply the double-entry system of accounting to record business transactions and prepare a trial balance.
- Explain the purpose of the journal and the process of journalizing business transactions.
- Explain the purpose of the ledger account and post information from the journal to the ledger.
- Display understanding of the methodology underlying account balancing.
- Demonstrate the ability to locate posting errors in the general ledger.
- Demonstrate the ability to balance accounts.
- Demonstrate the ability to prepare an income statement.
- Display understanding of the steps necessary to prepare an income statement.
- Describe the key characteristics of a balance sheet.
- Demonstrate the ability to prepare a balance sheet.
- Display understanding of the steps necessary to prepare a balance sheet.
- Explain the need for adjusting entries and record adjusting entries.
- Describe the relationship between the closing process, the financial statement, and the post-closing trial balance.

- Explain the purposes of the closing process and record closing entries.
- Demonstrate the ability to close the books in a given scenario.
- Describe the impact of technology on the accounting process.

Standard BT 1.5: Apply appropriate accounting practices to payroll.

Students will demonstrate the ability to:

- Calculate net pay.
- Calculate employer's payroll taxes.
- Prepare payroll reports.

Standard BT 1.6: Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.

Students will demonstrate the ability to:

- Use a statement of cash flow to analyze business activities (operating, investing, financing).
- Analyze cash flow from operating activities to assess profitability and liquidity.

Standard BT 1.7: Use mathematical procedure to analyze and solve business problems.

Students will demonstrate the ability to:

- Calculate net sales, cost of goods sold, gross profit, operating expenses, and net profit before taxes for the income statement.
- Calculate total assets, liabilities, and owners' equity for the balance sheet.
- Calculate the distribution of profit/loss to the proprietor, partners, or stockholders.
- Calculate the change in equity for the statement of change of owners' equity or retained earnings statement.
- Demonstrate the ability to prepare a statement of changes in owner's equity.
- Demonstrate the ability to compute return on sales (ROS) ratios.
- Demonstrate the ability to analyze income statements using the ROS ratio and horizontal and vertical analyses.
- Identify the key differences between investments and net income.
- Demonstrate the ability to analyze a balance sheet.
- Demonstrate the ability to compute a company's current ratio and level of working capital in a variety of given scenarios.

Standard BT 8.7: Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.

Students will demonstrate the ability to:



## FINANCIAL STATEMENTS

- Describe the purpose of financial statements.
- Distinguish between internal and external financial statements.
- Explain the importance of internal controls and list key accounting controls.
- Identify internal controls in various scenarios.
- Compare and contrast internal and external controls.
- Demonstrate the ability to analyze financial documents to find possible errors.
- Demonstrate the ability to apply controls to companies in various scenarios.
- Demonstrate the ability to present audits effectively orally and in writing.
- Interpret the data shown on financial statements (e.g., income statement, balance sheet, cash flow statement, and statement of net worth.).
- Identify issues relevant to specific decision makers in a given scenario and explain the corresponding rationales.
- Demonstrate the ability to analyze financial statements.
- Demonstrate the ability to write an effective business letter.

## SHORT-TERM AND LONG –TERM FINANCING

- Identify sources of short – and long term financing.

## RISK MANAGEMENT

- Identify risks to business.

**Principles of Accounting  
Scope and Sequence**

Quarter	Major Concepts	Standards
1	<p>Explain the role that accountants play in business and society.</p> <ul style="list-style-type: none"> <li>● Explain the need for a code of ethics in accounting and the ethical responsibilities of accountants.</li> </ul> <p>Demonstrate the skills and competencies required to be successful in the accounting profession and/or in an accounting related career.</p> <ul style="list-style-type: none"> <li>● Apply analytical and critical decision making skills.</li> </ul> <p>Develop an understanding and working knowledge of an annual reports and financial statements.</p> <ul style="list-style-type: none"> <li>● Describe the users and uses of financial information.</li> <li>● Infer the skills and knowledge about accounting needed to be successful in an authentic project.</li> <li>● Identify general accounting terms with which to build a taxonomy.</li> </ul> <p>Identify and describe generally accepted accounting principles (GAAP), explain how the application of GAAP impacts the recording of financial transactions, and the preparation of financial statements.</p> <ul style="list-style-type: none"> <li>● Describe and explain the conceptual framework of accounting and generally accepted accounting principles and assumptions.</li> <li>● List the major policy-setting and enforcement bodies in accounting and describe their respective roles.</li> <li>● Explain the accounting methods used to determine the value of accounts receivable to be reported on the balance sheet and describe the effect on the income statement.</li> <li>● Record transactions for accounts payable and other short-term debt.</li> <li>● Explain how operating results, capital contributions, and distribution of earnings affect equity for the various types of ownership structures.</li> <li>● Describe the criteria used to determine revenue recognition.</li> <li>● Describe the criteria used to determine expense recognition.</li> <li>● Distinguish between revenue and gains.</li> <li>● Introduce National Academy Foundation (NAF)--Monopoly Project.</li> </ul> <p>Complete the steps of the Accounting cycle in order to prepare the financial statements.</p>	<p>BT 1.0 BT 1.1 BT 1.2 BT 1.3 BT 1.4</p> <p>CCSS. MATH.CONTENT.HSN.Q.A.1</p> <p>CCSS.MATH.CONTENT.HSN.Q.A.2</p> <p>CCSS.MATH.CONTENT.HSN.Q.A.3</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.1</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.2</p> <p>CCSS.MATH.CONTENT.HSA.CED.A.4</p>

	<ul style="list-style-type: none"> <li>● Define accounting and explain the purpose of the accounting system.</li> <li>● Describe the accounting cycle.</li> </ul> <p>Introduction: NAF Monopoly Project.</p>	MP1 MP5 MP6 MP8
2	<p>Complete the steps of the Accounting cycle in order to prepare the financial statements.</p> <ul style="list-style-type: none"> <li>● Describe the purpose of journals and ledgers and their relationship.</li> <li>● Analyze and describe how business transactions impact the accounting equation.</li> </ul> <p>Apply appropriate accounting practices to payroll.</p> <ul style="list-style-type: none"> <li>● Calculate employer’s payroll taxes.</li> </ul> <p>Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.</p> <ul style="list-style-type: none"> <li>● Use a statement of cash flow to analyze business activities (operating, investing, financing).</li> </ul> <p>Use mathematical procedure to analyze and solve business problems.</p> <ul style="list-style-type: none"> <li>● Calculate net sales, cost of goods sold, gross profit, operating expenses, and net profit before taxes for the income statement.</li> <li>● Calculate total assets, liabilities, and owners’ equity for the balance sheet.</li> <li>● Demonstrate the ability to prepare a statement of changes in owner’s equity.</li> </ul> <p>Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.</p> <ul style="list-style-type: none"> <li>● Describe the purpose of financial statements.</li> <li>● Compare and contrast internal and external controls.</li> </ul> <p>Continue: NAF Monopoly Project.</p>	BT 1.4 BT 1.5 BT 1.6 BT 1.7 BT 8.7  CCSS.MATH.CONT ENT.HSA.SSE.A.1  CCSS.MATH.CONT ENT.HSA.SSE.A.1. A  CCSS.MATH.CONT ENT.HSA.SSE.A.1.B  CCSS.MATH.CONT ENT.HSA.SSE.B.3.C  CCSS.MATH.CONT ENT.HSA.REI.A.1  CCSS.MATH.CONT ENT.HSA.REI.B.3  CCSS.MATH.CONT ENT.HSS.IC.B.6

		MP1 MP2 MP4 MP6 MP8
3	<p>Introduction: Quickbooks Software - Electronic Accounting Simulation Program</p> <ul style="list-style-type: none"> <li>• The complete accounting cycle implemented electronically.</li> </ul> <p>Develop an understanding and working knowledge of an annual reports and financial statements.</p> <ul style="list-style-type: none"> <li>• Explain the role of management and the auditor in preparing and issuing an annual report.</li> <li>• Compare and contrast the advantages of different business forms.</li> </ul> <p>Complete the steps of the Accounting cycle in order to prepare the financial statements.</p> <ul style="list-style-type: none"> <li>• Analyze and describe how business transactions impact the accounting equation.</li> <li>• Apply the double-entry system of accounting to record business transactions and prepare a trial balance.</li> <li>• Demonstrate the ability to close the books in a given scenario.</li> </ul> <p>Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.</p> <ul style="list-style-type: none"> <li>• Analyze cash flow from operating activities to assess profitability and liquidity.</li> </ul> <p>Use mathematical procedure to analyze and solve business problems.</p> <ul style="list-style-type: none"> <li>• Calculate the distribution of profit/loss to the proprietor, partners, or stockholders.</li> <li>• Identify the key differences between investments and net income.</li> </ul> <p>Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.</p> <ul style="list-style-type: none"> <li>• Distinguish between internal and external financial statements.</li> <li>• Identify internal controls in various scenarios.</li> </ul> <p>Continue NAF Monopoly Project.</p>	<p>BT 1.2 BT 1.4 BT 1.6 BT 1.7 BT 8.7</p> <p>CCSS. MATH.CONTENT.H SN.Q.A.1</p> <p>CCSS.MATH.CONT ENT.HSN.Q.A.2</p> <p>CCSS.MATH.CONT ENT.HSN.Q.A.3</p> <p>CCSS.MATH.CONT ENT.HSA.CED.A.1</p> <p>CCSS.MATH.CONT ENT.HSA.CED.A.2</p> <p>CCSS.MATH.CONT ENT.HSA.CED.A.4</p>

		MP1 MP2 MP4 MP5 MP6 MP8  ISTE 1.b, 2.a, 2.b, 3.a, 3.b, 3.c, 3.d, 5.b, 5.c, 6.a, 6.b, 6.c, 7.b, 7.c, 7.d
4	<p>Continued: Quickbooks Software-Electronic Accounting Simulation Program</p> <ul style="list-style-type: none"> <li>• The complete accounting cycle implemented electronically.</li> </ul> <p>Explain the role that accountants play in business and society.</p> <ul style="list-style-type: none"> <li>• Compare and contrast various career opportunities in the field of accounting.</li> <li>• Describe jobs in the industry and corresponding qualifications and salaries.</li> </ul> <p>Demonstrate the skills and competencies required to be successful in the accounting profession and/or in an accounting related career.</p> <ul style="list-style-type: none"> <li>• Display understanding of potential employment opportunities.           <ul style="list-style-type: none"> <li>◦ NAF project--researching different accounting jobs.</li> </ul> </li> </ul> <p>Develop an understanding and working knowledge of an annual reports and financial statements.</p> <ul style="list-style-type: none"> <li>• Explain how the different types of business operations are reflected in the financial statements.</li> </ul> <p>Complete the steps of the Accounting cycle in order to prepare the financial statements.</p> <ul style="list-style-type: none"> <li>• Explain the purpose of the ledger account and post information from the journal to the ledger.</li> <li>• Display understanding of the methodology underlying account balancing.</li> </ul> <p>Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.</p> <ul style="list-style-type: none"> <li>• Use a statement of cash flow to analyze business activities (operating, investing, financing).</li> </ul> <p>Use mathematical procedure to analyze and solve business problems.</p>	BT 1.0 BT 1.1 BT 1.2 BT 1.4 BT 1.6 BT 1.7 BT 8.7  CCSS.MATH.CONT ENT.HSN.Q.A.1  CCSS.MATH.CONT ENT.HSN.Q.A.2  CCSS.MATH.CONT ENT.HSN.Q.A.3  CCSS.MATH.CONT ENT.HSA.CED.A.1

	<ul style="list-style-type: none"> <li>● Demonstrate the ability to compute return on sales (ROS) ratios.</li> <li>● Demonstrate the ability to analyze income statements using the ROS ratio and horizontal and vertical analyses.</li> </ul> <p>Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.</p> <ul style="list-style-type: none"> <li>● Demonstrate the ability to analyze financial documents to find possible errors.</li> </ul> <p>Finalize: NAF Monopoly Project.</p>	<p>CCSS.MATH.CONT ENT.HSA.CED.A.2</p> <p>CCSS.MATH.CONT ENT.HSA.CED.A.4</p> <p>MP1 MP2 MP4 MP5 MP6 MP8</p> <p>ISTE 1.b, 2.a, 2.b, 3.a, 3.b, 3.c, 3.d, 5.b, 5.c, 6.a, 6.b, 6.c, 7.b, 7.c, 7.d</p>
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## Technology Applications for Innovation & Business

Standard BT 3.8: Use of technology to enhance the effectiveness of communication.

Students will demonstrate the ability to:

- Discuss and identify ways to keep business data secure from theft and destruction.
- Use digital messaging technologies.
- Compose and evaluate formal and informal digital correspondence.
- Discuss the risks of identity theft through blogs, websites, and other digital means.
- Evaluate messages and select the appropriate technology for transmitting them.
- Demonstrate the ability to use voice input and voice recognition tools.

- Discuss appropriate and safe online behavior.
- Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware.
- Address the ethical issues regarding ownership and use of digitally generated information including plagiarism and copyright issues.
- Discuss benefits of digital conferencing as an alternative to face-to-face collaboration.
- Design and publish an effective web page.
- Create and edit with audio and video documents.
- Discuss the limits and capabilities of storage media.
- Demonstrate knowledge of mobile technology.
- Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Standard BT 6.0 Assess the impact of information technology on global society.

Students will demonstrate ability to

- Use technology to achieve academic success.
- Describe the impact of technology on the knowledge and skills needed for success in the workplace.
- Use information technology skills in today's learning.
- Apply information technology skills to lifelong learning.
- Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Standard BT 6.1: Use various input technologies to enter and manipulate information appropriately.

Students will demonstrate ability to:

- Select appropriate input technology to optimize performance.
- Apply a variety of input technologies to maximize productivity.
- Optimize academic and workplace performance using a variety of input technologies.
- Compose documents using a variety of input technologies.

Standard BT 6.3: Use, plan, develop, and maintain database management systems.

Students will demonstrate the ability to:

- Enter data and edit fields and records.
- Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- Describe search strategies and use them to solve common information problems.
- Sort, prioritize, and retrieve data from databases.
- Identify the variety of data types that are stored in database management systems.
- Organize and present the results of data retrieval through reports.
- Extract useful information using search queries.

Standard BT 6.4: Describe, analyze, develop, and follow policies for managing ethical and legal issues in organizations and in a technology-based society.

Students will demonstrate the ability to:

- Explain the consequences of illegal and unethical use of information technologies (piracy; illegal downloading; licensing infringement; inappropriate use of software, hardware, and mobile devices).
- Discuss copyright rules and regulations (e.g., images, music, video, software).
- Explain plagiarism and its consequences.
- Demonstrate legal and ethical behaviors when using information technologies.
- Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

Standard BT 8.5: Utilize information and technology tools to conduct business effectively and efficiently.

Students will demonstrate the ability to:

- Use appropriate technology tools for business applications.
- Select the appropriate technology tools for conveying information, solving problems, and expediting business processes.
- use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.



**Technology Applications for Innovation & Business  
Scope and Sequence**

Quarter (to be set by teachers)	Major Concepts	Standards
1	<p>Word Processing.</p> <ul style="list-style-type: none"> <li>● Use of technology to enhance the effectiveness of communication.</li> <li>● Assess the impact of information technology on global society.</li> <li>● Utilize information and technology tools to conduct business effectively and efficiently.</li> <li>● Use various input technologies to enter and manipulate information appropriately.</li> <li>● Describe, analyze, develop, and follow policies for managing ethical and legal issues in organizations and in a technology-based society.</li> </ul>	<p>BT 3.8 BT 6.0 BT 6.1 BT 6.4 BT 8.5 ISTE 1.b, 2.a, 2.b, 2.c, 3.a, 3.b, 3.c, 3.d, 4.d, 6.a, 6.b, 6.c, 6.d, 7.b, 7.c</p>
2	<p>Spreadsheets, Presentations</p> <ul style="list-style-type: none"> <li>● Use, plan, develop, and maintain database management systems.</li> <li>● Utilize information and technology tools to conduct business effectively and efficiently.</li> <li>● Use of technology to enhance the effectiveness of communication.</li> <li>● Assess the impact of information technology on global society.</li> <li>● Use various input technologies to enter and manipulate information appropriately.</li> <li>● Describe, analyze, develop, and follow policies for managing ethical and legal issues in organizations and in a technology-based society.</li> </ul>	<p>BT 6.3 BT 8.5 BT 3.8 BT 6.0 BT 6.1 BT 6.4 ISTE 1.b, 2.a, 2.b, 2.c, 3.a, 3.b, 3.c, 3.d, 4.d, 6.a, 6.b, 6.c, 6.d, 7.b, 7.c</p>

## Web Design

Standard BT 3.7: Apply basic social communication skills in both personal and professional situations.

Students will demonstrate the ability to:

- Explain the role that self-concept plays in one's personal and professional lives.
- Exhibit professional and ethical behavior in the work environment.
- Discuss the impact of careless performance on professional image and job retention.
- Discuss the impact of time management practices on one's personal and professional images.
- Demonstrate an understanding of and respect for the business customs and etiquette of various cultures.
- Display a positive attitude in personal and professional settings.
- Demonstrate an appropriate work ethic in a business environment.
- Apply team skills in a business environment.
- Use leadership abilities in a business setting.
- Establish a work-related network through social contacts.

Standard BT 3.8: Use of technology to enhance the effectiveness of communication.

Students will demonstrate the ability to:

- Compose and evaluate formal and informal digital correspondence.
- Discuss appropriate and safe online behavior.
- Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware.
- Address the ethical issues regarding ownership and use of digitally generated information including plagiarism and copyright issues.
- Design and publish an effective web page.
- Create and edit with audio and video documents.
- Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Standard BT 6.0: Assess the impact of information technology on global society.

Students will demonstrate ability to

- Use technology to achieve academic success.
- Describe the impact of technology on the knowledge and skills needed for success in the workplace.
- Use information technology skills in today's learning.
- Apply information technology skills to lifelong learning.
- Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Standard BT 6.1: Use various input technologies to enter and manipulate information appropriately.

Students will demonstrate ability to:

- Select appropriate input technology to optimize performance.
- Apply a variety of input technologies to maximize productivity.
- Optimize academic and workplace performance using a variety of input technologies.
- Compose documents using a variety of input technologies.

Standard BT 6.2: Gather, evaluate, use, and cite information from information technology sources.

Students will demonstrate ability to:

- Recognize the need for accurate information.
- Determine accuracy, relevance, and comprehensiveness.
- Distinguish among fact, point of view, and opinion.
- Develop and use successful strategies for locating information.
- Identify inaccurate and misleading information.
- Select information appropriate to the problem or question at hand.
- Organize information for practical application.
- Integrate new information into one's own knowledge.

**Web Design  
Scope and Sequence**

<b>Quarter (to be set by teachers)</b>	<b>Major Concepts</b>	<b>Standards</b>
1	Unit A: Creating an HTML document, formatting text with HTML, adding graphics and multimedia, and forms to control input. <ul style="list-style-type: none"> <li>● Use of technology to enhance the effectiveness of communication.</li> <li>● Assess the impact of information technology on global society.</li> <li>● Gather, evaluate, use, and cite information from information technology sources.</li> </ul>	BT 3.8 BT 6.0 BT 6.2  ISTE 1.b, 2.a, 2.b, 2.c, 3.a, 3.b, 3.c, 3.d, 4.d, 6.a, 6.b, 6.c, 6.d, 7.b, 7.c
2	Macromedia Dreamweaver (setting up, reviewing, testing, and publishing web sites). Creation of web sites/pages on various topics. <ul style="list-style-type: none"> <li>● Apply basic social communication skills in both personal and professional situations.</li> <li>● Use of technology to enhance the effectiveness of communication.</li> <li>● Assess the impact of information technology on global society.</li> <li>● Use various input technologies to enter and manipulate information appropriately.</li> <li>● Gather, evaluate, use, and cite information from information technology sources.</li> </ul>	BT 3.7 BT 3.8 BT 6.0 BT 6.1 BT 6.2  ISTE 1.b, 2.a, 2.b, 2.c, 3.a, 3.b, 3.c, 3.d, 4.d, 6.a, 6.b, 6.c, 6.d, 7.b, 7.c

### **Common Core State Standards - ELA Standards for Science and Technical Subjects 9-12:**

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations- the former providing broader standards, the latter providing additional specificity.

- CCSS.ELA-Literacy.RST.9-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- CCSS.ELA-Literacy.RST.9-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- CCSS.ELA-Literacy.RST.9-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- CCSS.ELA-Literacy.RST.9-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.
- CCSS.ELA-Literacy.RST.9-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- CCSS.ELA-Literacy.RST.9-12.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
- CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- CCSS.ELA-Literacy.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- CCSS.ELA-Literacy.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- CCSS.ELA-Literacy.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

- CCSS.ELA-Literacy.WHST.9-12.1 Write arguments focused on *discipline-specific content*.
- CCSS.ELA-Literacy.WHST.9-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- CCSS.ELA-Literacy.WHST.9-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- CCSS.ELA-Literacy.WHST.9-12.1c Use words, phrases, and clauses as well as varied syntax 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.WHST.9-12.1d 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.WHST.9-12.1e Provide a concluding statement or section that follows from or supports the argument presented.
- CCSS.ELA-Literacy.WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- CCSS.ELA-Literacy.WHST.9-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- CCSS.ELA-Literacy.WHST.9-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- CCSS.ELA-Literacy.WHST.9-12.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- CCSS.ELA-Literacy.WHST.9-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

- CCSS.ELA-Literacy.WHST.9-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- CCSS.ELA-Literacy.WHST.9-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CCSS.ELA-Literacy.WHST.9-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CCSS.ELA-Literacy.WHST.9-12.7 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.WHST.9-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
- CCSS.ELA-Literacy.WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
- CCSS.ELA-Literacy.WHST.9-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Common Core State Standards Math by Business/Technology Course**

### **College Accounting**

Standard BT 1.2: Use an annual report and financial statements to make informed business decisions.

Students will demonstrate the ability to:

- Describe the information provided in each financial statement and how the statements articulate with each other.
- Describe the relationship between assets, liabilities, and equity on the balance sheet.

Standard BT 1.3: Identify and describe generally accepted accounting principles (GAAP), explain how the application of GAAP impacts the

recording of financial transactions, and the preparation of financial statements.

Students will demonstrate the ability to:

- Determine the cost of inventory from merchandising and manufacturing business and apply appropriate valuation methods.
- Determine the impact on the financial statements when assets are sold, disposed, or rendered obsolete.

Standard BT 1.6: Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.

Students will demonstrate the ability to:

- Use a statement of cash flow to analyze business activities (operating, investing, financing).
- Analyze cash flow from operating activities to assess profitability and liquidity.

Standard BT 1.7: Use mathematical procedure to analyze and solve business problems.

Students will demonstrate the ability to:

- Calculate net sales, cost of goods sold, gross profit, operating expenses, and net profit before taxes for the income statement.
- Calculate total assets, liabilities, and owners' equity for the balance sheet.
- Calculate the distribution of profit/loss to the proprietor, partners, or stockholders.
- Calculate the change in equity for the statement of change of owners' equity or retained earnings statement.

Standard BT 8.7: Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.

## Math Content

CCSS.MATH.CONTENT.HSN.Q.A.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

CCSS.MATH.CONTENT.HSN.Q.A.2: Define appropriate quantities for the purpose of descriptive modeling.

CCSS.MATH.CONTENT.HSN.Q.A.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Students will demonstrate the ability to:

- Analyze entries to determine debits/credits and use information to create financial reports.

CCSS.MATH.CONTENT.HSA.SSE.A.1: Interpret expressions that represent a quantity in terms of its context.

CCSS.MATH.CONTENT.HSA.SSE.A.1.A: Interpret parts of an expression, such as terms, factors, and coefficients.

CCSS.MATH.CONTENT.HSA.SSE.A.1.B: Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret  $P(1+r)^n$  as the product of Panda factor not depending on  $P$ .*

CCSS.MATH.CONTENT.HSA.SSE.B.3.C: Use the properties of exponents to transform expressions for exponential functions. *For example the expression  $1.15t$  can be rewritten as  $(1.151112)^{12t}$   $1.01212t$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*



Students will demonstrate the ability to:

- Calculate depreciation and other adjusting entries.

CCSS.MATH.CONTENT.HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

CCSS.MATH.CONTENT.HSA.CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

CCSS.MATH.CONTENT.HSA.CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law  $V = JR$  to highlight resistance  $R$ .*

Students will demonstrate the ability to:

- Determine corporate owner's equity and balance sheet entries, etc.

CCSS.MATH.CONTENT.HSA.REI.A.1: Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

CCSS.MATH.CONTENT.HSA.REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Students will demonstrate the ability to:

- Determine revenue/expenses, profit/loss, and corporate financial statements.

CCSS.MATH.CONTENT.HSS.IC.B.6: Evaluate reports based on data.

Students will demonstrate the ability to:

- Determine financial standing based on corporate financial reports.

### **Math Practices**

MP1. Make sense of problems and persevere in solving them (Standard BT 1.2, 1.3, 1.7).

- Students will analyze financial transactions, enter transactions into journals and ledgers, and create corporate financial reports.

MP2. Reason abstractly and quantitatively (Standard BT 8.7).

- Students will determine depreciation, cost of goods sold, employer/employee payroll taxes, and corporate taxes, etc.

MP3. Construct viable arguments and critique the reasoning of others (Standard BT 1.6, 8.7).

MP4. Model with mathematics (Standard BT 1.2, 1.3, 8.7).

- Students will analyze financial transactions, create financial corporate reports, and determine taxes and depreciation.

MP5. Use appropriate tools strategically (Standard BT 1.7).

- Students will use calculators and software to solve accounting problems.

MP6. Attend to precision (Standard BT 1.3, 1.7).

MP8. Look for and express regularity in repeated reasoning.

- Students will analyze transactions and record accurate entries, and create and analyze corporate financial reports.

### **Personal Finance I**

Standard BT 1.7: Use mathematical procedure to analyze and solve business problems.

Students will demonstrate the ability to:

- Compute federal and personal income taxes.

Standard BT 1.8: Explain the individual income tax procedures and requirements to comply with tax laws and regulations.

Students will demonstrate the ability to:

- Explain the composition of taxable income and calculate income tax.
- Complete individual income tax forms.
- Calculate net pay.
- Calculate employers' payroll taxes.

Standard BT 5.1: Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.

Students will demonstrate the ability to:

- Calculate personal tax liability for various types of taxes (e.g. property, income, sales, FICA, Medicare).
- Calculate net pay.

Standard BT 5.4: Apply a decision-making model to maximize consumer satisfaction when buying goods and services.

Students will demonstrate the ability to:

- Compare the costs and benefits of purchasing, leasing, and renting.
- Calculate the costs of utilities, services, maintenance, and other expenses involved in independent living.

Standard BT 5.6: Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.

Students will demonstrate the ability to:

- Select an appropriate form of credit for a particular buying decision.
- Compare and contrast the various aspects of credit cards (APR, grace period, incentive buying, methods of calculating interest, and fees).

## Math Content

CCSS.MATH.CONTENT.HSN.Q.A.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

CCSS.MATH.CONTENT.HSN.Q.A.2: Define appropriate quantities for the purpose of descriptive modeling.

CCSS.MATH.CONTENT.HSN.Q.A.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Students will demonstrate the ability to:

- Calculate forms of pay and deductions for a payroll.
- Determine gross income, taxable income, and tax rates, etc.
- Budget for distributing disposable income, calculating surpluses/deficit, and determining net worth (assets vs. liabilities).

CCSS.MATH.CONTENT.HSA.SSE.A.1: Interpret expressions that represent a quantity in terms of its context.

CCSS.MATH.CONTENT.HSA.SSE.A.1.A: Interpret parts of an expression, such as terms, factors, and coefficients.

CCSS.MATH.CONTENT.HSA.SSE.A.1.B: Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret  $P(1+rt)$  as the product of  $P$  and a factor not depending on  $P$ .*

Students will demonstrate the ability to:

- Analyze hours, determine gross pay, net pay, and deductions for a payroll.
- Determine net worth statements ( $\text{Assets}=\text{Liabilities}+\text{Net Worth}$ ).

CCSS.MATH.CONTENT.HSA.REI.A.1: Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Students will demonstrate the ability to:

- Calculate payroll.
- Reconcile a checkbook.
- Create and analyze budgets.
- Complete tax returns.

CCSS.MATH.CONTENT.HSS.IC.8.6: Evaluate reports based on data.

Students will demonstrate the ability to:

- Summarize, represent, and interpret a payroll, budget, and taxes.

## **Math Practices**

MP1. Make sense of problems and persevere in solving them (Standard BT 1.7, 1.8, 5.1, 5.4, 5.6).

- Students will calculate a payroll including determining regular time and overtime hours, and calculating social security, medicare, etc.
- Students will create budgets - categorizing variable expenses versus fixed expenses, and distributing surpluses, etc.
- Students will reconcile checking accounts with bank statements.
- Students will complete tax returns, calculating deductions and taxes.

MP2. Reason abstractly and quantitatively (Standard BT. 5.1, 5.4, 5.6).

- Students will calculate payroll-determining regular time and overtime hours, and calculating social security, medicare, etc.
- Students will create budgets - categorizing variable expenses versus fixed expenses, and distributing surpluses, etc.
- Students will reconcile checking accounts with bank statements.
- Students will complete tax returns, calculating deductions and taxes.

MP3. Construct viable arguments and critique the reasoning of others (Standard BT 5.1, 5.4, 5.6).

- Students will create budgets - determining surplus and justifying allocation of surplus.
- Students will reconcile checking accounts with bank statements and justify accuracy.
- Students will complete tax returns - determining filing status, number of dependents, etc.
- Students will determine if buying an item on credit versus financing the purchase is appropriate.

MP4. Model with Mathematics (Standard BT 1.7, 1.8, 5.1, 5.4, 5.6).

- Students will calculate payroll-determining regular time and overtime hours, and calculating social security, medicare, etc.
- Students will create budgets - categorizing variable expenses versus fixed expenses, and distributing surpluses, etc.
- Students will reconcile checking accounts with bank statements.
- Students will complete tax returns, calculating deductions and taxes.

MP5. Use appropriate tools strategically (Standard BT. 1.7, 1.8, 5.1, 5.4, 5.6).

- Students will explore online videos and articles regarding budgeting, taxes, etc.
- Students will access an electronic eBook for the course.
- Students will use calculators throughout the course for payroll, budgets, checking accounts, taxes, etc.

MP6. Attend to precision (Standard BT 1.7, 1.8, 5.1, 5.4, 5.6).

## **Personal Finance II**

Standard BT 1.7: Use mathematical procedure to analyze and solve business problems.

Students will demonstrate the ability to:

- Calculate the purchase price of a stock.
- Calculate compound interest and the resulting compound amount of the maturity date for savings and investments.
- Calculate and compare the rates of return for various financial instruments to make decisions.

Standard BT 5.6: Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.

Students will demonstrate the ability to:

- Analyze various sources and types of credit (short-and long-term) and related costs.
- Select an appropriate form of credit for a particular buying decision.
- Identify strategies for effective debt management.

Standard BT 5.8 Make financial decisions by systematically considering alternatives and consequences.

Students will demonstrate the ability to:

- Analyze how inflation affects financial decisions.
- Analyze how taxes affect financial decisions.

### **Math Content**

CCSS.MATH.CONTENT.HSN.Q.A.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

CCSS.MATH.CONTENT.HSN.Q.A.2: Define appropriate quantities for the purpose of descriptive modeling.

CCSS.MATH.CONTENT.HSN.Q.A.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Students will demonstrate the ability to:

- Calculate the rate of return on investments and changes in value for investments dividends, etc.
- Explain risk management and determine net worth by reviewing assets vs. liabilities.

CCSS.MATH.CONTENT.HSA.SSE.A.1: Interpret expressions that represent a quantity in terms of its context.

CCSS.MATH.CONTENT.HSA.SSE.A.1.A: Interpret parts of an expression, such as terms, factors, and coefficients.

CCSS.MATH.CONTENT.HSA.SSE.A.1.B: Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret  $P(1+r)^n$  as the product of  $P$  and a factor not depending on  $P$ .*

Students will demonstrate the ability to:

- Interpret compound interest, rate of return, analyzing stock data, etc.

CCSS.MATH.CONTENT.HSA.REI.A.1: Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

CCSS.MATH.CONTENT.HSA.CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

*For example, rearrange Ohm's law  $V = IR$  to highlight resistance  $R$ .*

Students will demonstrate the ability to:

- Create equations which calculate return on investments and assists in risk management value of assets, etc.

CCSS.MATH.CONTENT.HSA.REI.A.1: Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Students will demonstrate the ability to:

- Calculate return on investments.

CCSS.MATH.CONTENT.HSS.ID.B.6: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

Students will demonstrate the ability to:

- Plot stock performance.

CCSS.MATH.CONTENT.HSS.IC.B.6: Evaluate reports based on data.

Students will demonstrate the ability to:

- Make inferences and justify conclusions related to investment in the stock market.

### **Math Practices**

MP1. Make sense of problems and persevere in solving them (Standard BT 1.7, 5.6).

- Students will determine net worth and calculate return on investment and risk.

MP2. Reason abstractly and quantitatively (Standard BT. 5.6, 5.8).

- Students will determine net worth and calculate return on investment.

MP3. Construct viable arguments and critique the reasoning of others (Standard BT 5.6, 5.8).

- Students will present recommendations for stock purchases and or sales to a client.

MP4. Model with mathematics (Standard BT 1.7, 5.6, 5.8).

- Students will research the stock market and calculate return on investment.

MP5. Use appropriate tools strategically (Standard BT. 1.7, 5.6).

- Students will research the stock market using real-time information.
- Students will use calculators to make calculations.

MP6.Attend to precision (Standard BT 1.7, 5.6).

### **Principles of Accounting**

Standard BT 1.2: Develop an understanding and working knowledge of an annual reports and financial statements.

Students will demonstrate the ability to:

- Describe the relationship between assets, liabilities, and equity on the balance sheet.
- Identify the classifications in an income statement and explain their relationship to each other (revenue, expenses, gains, losses).

Standard BT 1.3: Identify and describe generally accepted accounting principles (GAAP), explain how the application of GAAP impacts the recording of financial transactions, and the preparation of financial statements.

Students will demonstrate the ability to:

- Determine the costs of property, plant, and equipment, natural resources, and tangible assets.
- Identify, calculate, and record depreciation, depletion, and amortization and explain the impact on the financial statements.
- Determine the impact on the financial statements when assets are sold, disposed, or rendered obsolete.
- Calculate the cost of borrowed funds and determine the impact on the financial statements.

Standard BT 1.5: Apply appropriate accounting practices to payroll.

Students will demonstrate the ability to:

- Calculate net pay.
- Calculate employer's payroll taxes.
- Prepare payroll reports.

Standard BT 1.6: Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.

Students will demonstrate the ability to:

- Analyze cash flow from operating activities to assess profitability and liquidity.

Standard BT 1.7: Use mathematical procedure to analyze and solve business problems.

Students will demonstrate the ability to:

- Calculate net sales, cost of goods sold, gross profit, operating expenses, and net profit before taxes for the income statement.
- Calculate total assets, liabilities, and owners' equity for the balance sheet.
- Calculate the distribution of profit/loss to the proprietor, partners, or stockholders.
- Calculate the change in equity for the statement of change of owners' equity or retained earnings statement.

Standard BT 8.7: Analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.

Students will demonstrate the ability to:

- Interpret the data shown on financial statements (e.g., income statement, balance sheet, cash flow statement, and statement of net worth).

### **Math Content**

CCSS.MATH.CONTENT.HSN.Q.A.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

CCSS.MATH.CONTENT.HSN.Q.A.2: Define appropriate quantities for the purpose of descriptive modeling.

CCSS.MATH.CONTENT.HSN.Q.A.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Students will demonstrate the ability to:

- Analyze financial transactions for sole proprietors to determine debits/credits, and use this information to create financial reports.

CCSS.MATH.CONTENT.HSA.SSE.A.1: Interpret expressions that represent a quantity in terms of its context.

CCSS.MATH.CONTENT.HSA.SSE.A.1.A: Interpret parts of an expression, such as terms, factors, and coefficients.

CCSS.MATH.CONTENT.HSA.SSE.A.1.B: Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret  $P(1+r)^n$  as the product of  $P$  and a factor not depending on  $P$ .*

CCSS.MATH.CONTENT.HSA.SSE.B.3.C: Use the properties of exponents to transform expressions for exponential functions. *For example the expression  $1.15t$  can be rewritten as  $(1.151/12)^{12t} \approx 1.01212t$  to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*

Students will demonstrate the ability to:

- Calculate depreciation and other adjusting entries.
- Calculate sales to expense ratios for sole proprietors.

CCSS.MATH.CONTENT.HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

CCSS.MATH.CONTENT.HSA.CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

CCSS.MATH.CONTENT.HSA.CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law  $V = IR$  to highlight resistance  $R$ .*

Students will demonstrate the ability to:

- Determine owner's equity, balance sheet entries, etc. for sole proprietors.

CCSS.MATH.CONTENT.HSA.REI.A.1: Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

CCSS.MATH.CONTENT.HSA.REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented



by letters.

Students will demonstrate the ability to:

- Determine revenue/expenses, profit/loss, and financial statements for sole proprietors.

CCSS.MATH.CONTENT.HSS.IC.B.6: Evaluate reports based on data.

Students will demonstrate the ability to:

- Determine financial standing for sole proprietors based on financial reports.

### **Math Practices**

MP1. Make sense of problems and persevere in solving them. (Standard BT 1.2, 1.3, 1.5, 1.6, 1.7)

- Students will analyze financial transactions, enter transactions into journals and ledgers, and create financial reports for sole proprietors.

MP2. Reason abstractly and quantitatively (BT 8.7)

- Students will determine depreciation, cost of goods sold, employer/employee payroll taxes, corporate taxes, etc. for sole proprietors.

MP4. Model with mathematics (Standard BT 1.2, 1.3, 1.6, 1.7, 8.7)

- Students will analyze financial transactions, create financial reports, and determine taxes and depreciation for sole proprietors.

MP5. Use appropriate tools strategically (Standard BT 1.5, 1.7)

- Students will use calculators and software to solve accounting problems.

MP6. Attend to precision (Standard BT 1.3, 1.5, 1.7)

MP8. Look for and express regularity in repeated reasoning (BT 1.4)

- Students will analyze transactions and record accurate entries for sole proprietors.
- Students will create and analyze financial reports for sole proprietors.

### **International Society for Technology in Education (ISTE) Standards for Students**

#### **1. Empowered Learner**

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- b. build networks and customize their learning environments in ways that support the learning process.
- c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

- d. understand the fundamental concepts of technology operations of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

## **2. Digital Citizen**

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

- a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

## **3. Knowledge Constructor**

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

- a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

## **4. Innovative Designer**

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

- a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- c. develop, test and refine prototypes as part of a cyclical design process.
- d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

## **5. Computational Thinker**

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

- a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
- b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

## **6. Creative Communicator**

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

- a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- b. create original works or responsibly repurpose or remix digital resources into new creations.
- c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- d. publish or present content that customizes the message and medium for their intended audience.

## **7. Global Collaborator**

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

- a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

## References

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