

South Brunswick School District



Business Education

Parent Guide

District Mission

The South Brunswick School District will prepare students to be lifelong learners, critical thinkers, effective communicators and wise decision makers. This will be accomplished through the use of the New Jersey Core Curriculum Content Standards (NJCCCS) and/or the Common Core State Standards (CCSS) at all grade levels. The schools will maintain an environment that promotes intellectual challenge, creativity, social and emotional growth and the healthy physical development of each student.

~Adopted 8.22.11



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Curriculum Aligned to NJ Core Curriculum Content Standards (NJCCCS)

Board Approval of Business Education Curriculum

August 2016

This curriculum is approved for all regular education programs as specified and for adoption or adaptation by all programs including those for Special Education, English Language Learners, At-Risk Students and Gifted and Talented Students in accordance with Board of Education Policy.

Note to Parents

The curriculum guide you are about to enter is just that, a guide. Teachers use this document to steer their instruction and to ensure continuity between classes and across levels. It provides guidance to the teachers on what students need to know and able to do with regard to the learning of a particular content area.

The curriculum is intentionally written with some “spaces” in it so that teachers can add their own ideas and activities so that the world language classroom is personalized to the students.

How to Read the Curriculum Document

Curriculum	Area of content (e.g. Science)
Topic	Course or Unit of Study (e.g. Biology)
Grade Level	Grade Level Cluster (e.g. High School) or specific grade level (e.g. Kindergarten)
Summary	A brief overview of the course or unit of study.
Rationale	A statement as to why we are teaching this course or unit.
Interdisciplinary Connections	Which other areas of content to which there is major linkage. For example, a health education unit might link to science, language arts, social studies, art, physical education, etc.
21st Century Connections	How this course or unit is preparing students to be college and career ready. Referred to as S.A.L.T., each course or unit indicates which of the following it is building: <ul style="list-style-type: none"> ● Skills such as critical or creative thinking, collaboration, communication, or core values ● Awareness such as global, cross-cultural or career. ● Literacy such as information, media, technology, etc. ● Traits necessary for success in life and careers such as productivity.
Terminology	Key vocabulary and terms
Standards	Here you will find the standards that this course or unit of study is addressing. Our curriculum is standards-based. The standards are the foundation of the unit. You can get more information on state standards by going to the NJ Department of Education at www.state.nj.us/education/cccs
Enduring Understandings	The big ideas, concepts or life lessons that students walk away with at the end of a unit of study.
Essential Questions	Open ended questions that are considered throughout the unit of study. These are big, “worthy of wonder” questions often with multiple responses.
Objectives	The discrete skills and knowledge that students will gain during the unit of study.
Assessments	Assessments (tests, quizzes, projects, activities) that tell us if the students grasped the enduring understandings of the unit.
Lesson Plans & Pacing	Scope and sequence of lessons: how many, how long & approximately in what order.
Resources	Major resources associated with the course or unit.

Business Education Acknowledgments

We are appreciative of the leadership provided by our curriculum specialists as well as the talent, work and effort of the teachers who served on our curriculum writing teams. In many cases, our units are “home-grown.” While aligning with state and national standards, they are designed with the needs of the South Brunswick student population in mind.



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Think of yourself as on the threshold of unparalleled success. A whole clear, glorious life lies before you. Achieve! Achieve!

~Andrew Carnegie

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* *Graduation requirement*

OVERVIEW OF BUSINESS EDUCATION

Statement of Philosophy

The Business Education department at South Brunswick High School provides students with an opportunity to acquire knowledge and develop skills which are critical for success in the world of business. Programs and courses are designed for students who are moving on to higher education in the area of business or students who are entering the world of work directly after graduation. We in the Business Education department are committed to delivering cutting-edge curriculum in order to ready our students for the ever-changing global business environment. Academic business courses which earn college credit are offered as well as applied business courses such as Senior Internship and School Operations.

Goals

- To emphasize teaching strategies that infuse the applications of traditional academics with real-world, career-oriented problem solving activities.
- To deliver a rigorous and relevant curriculum to prepare our students for their future academic endeavors.
- To provide students the opportunity to work in teams which simulate the collaborative atmosphere that permeates successful business environment.
- To give students the chance to sample various business disciplines in order to discover their talents and interests.
- To offer dual credit for students who chose to challenge themselves by engaging in college level curriculum.

Program Delivery

The Business Education Department delivers a comprehensive program which begins in grade nine and continues through grade twelve. The department offers courses for ninth and tenth graders such as Introduction to Business, Computer Applications, Multimedia Applications, Careers for the 21st Century, Entrepreneurship, Introduction to Accounting and Business Law. As a student begins their sophomore year the options expand considerably including college level courses and applied business courses such as Business Organization and Management and College Accounting.

Articulation

Teachers in the Business Education department work together in the summer months to develop and revise curriculum. During the school year they meet monthly to reflect and discuss the rigor and relevance of program delivery in order to provide for the success and consistency of instruction.

NJ Core Curriculum Content Standards

8.1 (Technology, Educational Technology)

8.2 (Technology Education, Engineering, and Design)

9.1 (21st-Century Life and Careers, 21st-Century Life & Career Skills)

9.2 (21st-Century life and Careers, Personal Financial Literacy)

9.3 (21st-Century Life and Careers, Career Awareness, Exploration & Preparation)

The Cumulative Progress Indicators (CPIs) referenced in this curriculum guide refer to the New Jersey Core Curriculum Content Standards (NJCCCS) and to the Common Core State Standards (CCCS). A complete copy of the NJ Core Curriculum Content Standards may be found at: www.state.nj.us/education/cccs. A complete copy of the Common Core State Standards may be found at: **[Common Core State Standards Initiative \(CCSSI\)](#)**.

Assessment

The Business Education department uses multiple assessment strategies in order to accommodate the multiple intelligences of our diverse population of students. Assessments range from case studies, hands-on group projects, simulation activities, Internet-based research projects and presentations to objective quizzes and tests. We believe that assessments should be developed strategically to measure learning while keeping learning styles and the multiple intelligences in mind.

Tips for the Teacher

Create a student-centered positive learning environment with encourages students to participate in their own learning.

Integrate technology as much as possible into the curriculum in order to create authentic and relevant experiences for students.

Business Education Curriculum

Electives

Advanced Placement Economics
Applied Business Math
Business and Criminal Law
Business Organization and Management
College Accounting I
College Accounting II
Computer Applications
College Computers & Applications Systems
Concepts of Business Management
Entrepreneurship
International Business
Introduction to Business
Introduction to Marketing
Multimedia Applications
Personal Financial Management
School Store Operations
Senior Internship for Business
Small Business Management
Sports and Entertainment Marketing
Introduction to Web Design
Web Animation

COURSE CURRICULUM

ADVANCED PLACEMENT ECONOMICS

Content: Micro Economics/Macro Economics

Mission: Through the study of Economic principles, students will see that decision making is no different than any other type of decision making process. Economists call it a cost-benefit analysis, but that is the decision making process we all use to decide where to live, where to eat, how much to eat, and what we do with our free time. We ask ourselves, “Is this endeavor going to reap enough of a benefit, to pay the cost associated with it?” If the answer is yes, we partake. If the answer is no, we resist.

Course Description: AP Economics is a course designed to perform an in-depth study of economics on two levels. First, on a microeconomics level; one in which individual markets are scrutinized. Secondly, on a macroeconomic level; where entire economies made up of those individual markets are examined. Complicated as it may sound, economics principles are studied every day, by every person as they play the role of consumers, homeowners, parents, and even students.

This course will be conducted in several formats. A 90-minute block schedule allows us the opportunity to perform several different activities during one class period. Although each class day will vary in format, each student can expect to be held accountable for the previous night’s reading assignment and/or homework in one of many forms – quiz, discussion, etc. Students will also be expected to participate during the presentation of new material in the form of a lecture. Lecture time should be considered question and answer time, where students need to understand new material as it is presented, and ask questions when necessary. Time will also be allotted each class period to practice new concepts in the form of multiple choice and free-response questions. These are the two types of questions that will resound throughout the year on quizzes and tests, as these are the types of questions presented on the AP exam at year’s end.

A significant amount of time will also be spent on classroom activities that help enhance and enrich each student’s understanding of economics. Activities will stress the importance of rational self-interest, marketplace collusion, the effects of supply and demand on a marketplace and its pricing, etc. Many of these activities will help explain some of the theoretical concepts expressed in the lecture.

Big Idea: Economics is not a science left only for economists. It is science that can help all of us make better decisions for our own self-interest. Economics is based on the concept of each of us fulfilling our own economic self-interest. It is the basis of our free-market economy and the “invisible hand” that manages it.

Course Outline/Pacing Chart: Micro Economics/Macro Economics

Below is a list of the units in each marking period and corresponding content areas developed by the College Board in accordance with its annual AP exam curriculum requirements. In order to best prepare each student for the exam, all content areas described by the College Board will be covered in class.

Approximately two weeks are designed for each unit of study, as well three weeks devoted to the review of each section (3 weeks for Micro, 3 weeks for Macro, and finally 3 weeks for comprehensive review at the end of both sections) for a total of 34 weeks.

In the following section, each designated chapter is from the Mankiw textbook listed above. Also noted is the Content Area classification according to the College Board website.

Microeconomics – Marking Period #1 & #2

***Unit #1: Basic Economic Concepts (Cont. Area I)	Ch. 1, 2, 3, 9
Unit #2: The Nature & Function of Product Markets (Cont. Area II)	Ch. 4, 5, 6, 7, 8, 12, 13, 21
Unit #3: Firm Behavior & Market Structures (Cont. Area II)	Ch. 14, 15, 16, 17
Unit #4: Factor Markets, Market Failure, Role of Government (CA III & IV)	Ch. 10, 11, 20
Micro Review and Practice AP Exams	

****Designated as part of the Summer Assignment – required to be completed before the start of the school year*

Macroeconomics – Marking Period #3 & #4

***Unit #1: Basic Economic Concepts (Cont. Area I)	Ch. 1, 2, 3, 9
Unit #2: Measurement of Economic Performance (Cont. Area II)	Ch. 23, 24, 28
Unit #3: National Income and Price Determination – AS & AD (Cont. Area III)	Ch. 33, 34
Unit #4: Financial Sector – Monetary Policy and Banking (Cont. Area IV)	Ch. 26, 27, 29, 30
Unit #5: Inflation, Unemployment & Stabilization (Cont. Area V)	Ch. 34, 35
Unit #6: Economic Growth & Productivity (Cont. Area VI)	Ch. 25
Unit #7: Open Economy – International Trade (Cont. Area VII)	Ch. 31, 32
Macro Exam and Practice AP Exam	
Comprehensive Review and Practice Exams	

Pacing Chart/Detailed Course Outline: Microeconomics

UNIT 1: BASIC ECONOMICS CONCEPTS

*****Designated as the Summer Assignment for AP Economics**

Lesson 1: Economics – Scarcity and Choice – Chapter 1

- What is Economics?
- Trade-offs
- Opportunity Costs
- Making Economic Choices
- Economic Systems: Market vs. Command Economy
- Property Rights – Capitalism
- Economic Incentives – Capitalism

Lesson 2: Economic Modeling – Chapter 2

- Circular Flow Model
- Production Possibilities Curve
- Macroeconomics vs. Microeconomics
- Positive vs. Normative Economics
- Economic vs. Accounting Profits

Lesson 3: International Trade & Open Economy – Chapters 3 & 9

- Gains from Trade
- Production Possibilities Frontier
- Absolute Advantage
- Comparative Advantage
- Specialization of Trade
- **Graphing:** Production Possibilities Curves
- World Price vs. Domestic Price
- Implications of Tariffs, Quotas and Taxes
- **Graphing:** Effects of International Trade on Equilibrium

UNIT 2: THE NATURE AND FUNCTION OF PRODUCT MARKETS

Lesson 4: Supply and Demand – Chapter 4

- What is a Market?
- Market Structure
- Laws of Demand
- Slope of the Demand Curve
- Laws of Supply
- Slope of the Supply Curve
- The Relationship Between Supply and Demand
- Equilibrium Price and Quantity
- **Graphing:** Supply and Demand Curves; Slopes

Lesson 5: Elasticity – Chapter 5

- Elasticity of Demand
- Determinants of Demand
- **Graphing:** Demand Shifts vs. Moving Along the Curve
- Effects on Total Revenue
- Elasticity of Supply
- Determinants of Supply
- **Graphing:** Supply Shifts vs. Moving Along the Curve

Lesson 6: The Costs of Production – Chapter 13

- Total Revenue vs. Marginal Revenue
- Revenue: Price * Quantity
- **Graphing:** Revenue Curves (MR & TR)
- Costs and Benefits
- **Data Evaluation:** Cost-Benefit Analysis
- Opportunity Costs
- Economic vs. Accounting Profits
- Production Function
- Fixed vs. Variable Costs
- Average vs. Marginal Costs
- **Data Evaluation:** Marginal Analysis
- **Graphing:** Cost Curves and their Shapes (ATC, AVC, AFC & TC, MC)
- Economies and Diseconomies of Scale

Lesson 7: Market Efficiency and Government Policies; – Chapters 6, 7, 8 & 12

- Market Outcomes
- Price Ceilings and Price Floors
- Surplus and Shortages
- Consumer and Producer Surplus
- Taxation Policies (Consumers and Producers)
- The Burden of Taxation
- Deadweight Loss
- **Graphing:** The Effects of Price Floors and Ceilings
- **Graphing:** The Effects of Taxation on Surpluses
- **Graphing:** Deadweight Loss

Lesson 8: Consumer Choice/Utility Maximization – Chapter 21

- What is Utility?
- Total Utility vs. Marginal Utility
- Income and Substitution Effects
- Diminishing Marginal Returns

UNIT 3: FIRM BEHAVIOR AND MARKET STRUCTURES

Lesson 9: Competitive Markets & Profit Maximization (MR=MC) – Chapter 14

- Profit Maximization; MR = MC Rule
- Industry Graph
 - Supply and Demand
 - Determines firm price
 - Perfect Competition: P=D=MR
- Horizontal Demand Curve
- Firm Graph
 - MR, MC and ATC
- **Graphing:** Industry and Firm Graphs
- Shutdown Point

Lesson 10: Monopolies – Chapter 15

- Characteristics of Monopoly Markets
- Profit Maximization (MR=MC)
- X-inefficiency
- Price Discrimination
- Natural and Government Regulated Monopolies
- Antitrust Laws
- Downward Sloping Demand Curve
- **Graphing:** Monopoly Firm/Industry Graph

Lesson 11: Oligopolies – Chapter 16

- Nature of Oligopolies
- Profit Maximization (MR=MC)
- Collusion
- Cartels
- Game Theory – Pricing Decisions
- **Data Evaluation:** Prisoner's Dilemma Game
- **Data Evaluation:** Nash Equilibrium
- **Graphing:** Oligopolies- Kinked Demand Curve

Lesson 12: Monopolistic Competition – Chapter 17

- Nature of Imperfect Markets
- Advertising and Product Differentiation
- Excess Capacity Inefficiency
- Profit Maximization (MR=MC)
- Downward Sloping Demand
- **Graphing:** Monopolistic Firm Graph – Profit Maximization

UNIT 4: FACTOR MARKETS, MARKET FAILURE AND THE ROLE OF GOVERNMENT

Lesson 13: Factors of Production – Chapter 18

- Factor Markets
- Labor Markets
- Derived Demand
- Diminishing Marginal Product
- Marginal Product and Marginal Revenue Product
- Monopsony
- Productivity and Wages
- **Graphing:** Labor Markets

Lesson 14: Externalities – Chapter 10

- Positive vs. Negative Externalities
- Spillover Benefits and Costs
- Government Intervention & Remedies
- Market for Externality Rights
- Coase Theorem
- Marginal Social Cost vs. Marginal Social Benefit
- **Graphing:** Positive and Negative Externalities

Lesson 15: Public vs. Private Goods – Chapter 11

- Public Goods
- Tragedy of the Commons
- Free Rider Problem

Lesson 16: Income Distribution and Inequality – Chapter 20

- US Income Inequality
- Poverty
- Earnings and Discrimination
- Minimum Wage
- Transfer Payments
- Government Control and Regulations

Pacing Chart/Detailed Course Outline: Macroeconomics

UNIT 1: BASIC ECONOMICS CONCEPTS

(It should be noted that this unit was covered in the beginning of the year as part of Microeconomics)

*****Designated as the Summer Assignment for AP Economics**

Lesson 1: Economics – Scarcity and Choice

Chapter 1

- What is Economics?
- Trade-offs
- Opportunity Costs
- Making Economic Choices
- Economic Systems: Market vs. Command Economy
- Property Rights – Capitalism
- Economic Incentives – Capitalism

Lesson 2: Economic Modeling

Chapter 2

- Circular Flow Model
- Production Possibilities Curve
- Macroeconomics vs. Microeconomics
- Positive vs. Normative Economics
- Economic vs. Accounting Profits

Lesson 3: International Trade & Open Economy

Chapters 3 & 9

- Gains from Trade
- Production Possibilities Frontier
- Absolute Advantage
- Comparative Advantage
- Specialization of Trade
- **Graphing:** Production Possibilities Curves
- World Price vs. Domestic Price
- Implications of Tariffs, Quotas and Taxes
- **Graphing:** Effects of International Trade on Equilibrium

UNIT 2: MEASUREMENT OF ECONOMIC PERFORMANCE

Lesson 4: National Income – Chapter 23

- Income = Expenditures
- Circular Flow
- Gross Domestic Product
- $Y = C + I + G + X$

- Real vs. Nominal GDP
- GDP Deflator
- **Data Evaluation:** GDP Deflator calculations
- **Data Evaluation:** Expenditures Approach

Lesson 5: Inflation and Price Indexes – Chapter 24

- Cost of Living
- Inflation Rate
- Measuring Inflation
- Adjusting for Inflation
- CPI and the Basket of Goods
- Indexation
- Nominal vs. Real Interest Rates
- Who is Affected by Inflation?
- **Data Evaluation:** Calculating CPI
- **Data Evaluation:** Calculating Interest Rates with Inflation

Lesson 6: Unemployment – Chapter 28

- Employed vs. Unemployed
- Unemployment Rate
- Natural Rate of Unemployment
- Cyclical, Structural and Frictional
- Discouraged Workers
- Minimum Wage Effects on Unemployment

UNIT 3: NATIONAL INCOME AND PRICE DETERMINATION

Lesson 7: Aggregate Demand and Aggregate Supply – Chapter 33 & 34

- Classical Economics
- Economic Fluctuations
- **Graphing:** AD vs. AS
- Aggregate Demand
- Why AD is downward sloping
 - Wealth Effect
 - Interest Rate Effect
 - Exchange Rate Effect
- Determinants of AD
- Aggregate Supply
- Long Run vs. Short Run
- Natural Rate of Output
- Why SRAS is upward sloping
 - Sticky Wage
 - Sticky Price
 - Misperceptions Theory
- **Graphing:** The Effects of Shifts in AD
- **Graphing:** The Effects of Shifts in AS

- Stagflation
- Multiplier Effects
- Crowding Out Effects

UNIT 4: FINANCIAL SECTOR: MONETARY POLICY AND BANKING

Lesson 8: Basic Tools of Finance – Chapter 26 & 27

- Financial Assets
- Stocks and the Stock Market
- Bonds and the Bond Market
- Savings vs. Investment
- Budget Surplus vs. Budget Deficit
- Time Value of Money
- Money Supply
- Risk Aversion
- Diversification

Lesson 9: Federal Reserve and Monetary Policy – Chapter 29 & 30

- Federal Reserve Bank
- Money Supply controls
- FOMC
- Reserve Ratios
- Open Market Operations
- Reserve Requirements
- Discount Rate
- The Demand for Money
- The Market for Loanable Funds
- Money Markets
- Nominal vs. Real Interest Rates (Fisher Effect)
- Quantity Theory of Money
- **Graphing:** Effects of Monetary Policy

UNIT 5: INFLATION, UNEMPLOYMENT, STABILIZATION

Lesson 10: The Effects of Monetary and Fiscal Policy – Chapter 34

- Demand Side Effects of Monetary Policy
- Wealth, Interest Rate and Exchange Rate Effects
- Money Demand and Liquidity
- Demand Side Effects of Fiscal Policy
- Spending Multiplier Effect
- Crowding Out Effect
- Changes in Taxes and Government Spending
- Automatic Stabilizers
- **Graphing:** Policy Effects on AD/AS

Lesson 11: The Trade-off Between Inflation and Unemployment – Chapter 35

- The Phillips Curve
- Short Run vs. Long Run
- Expectations
- Natural Rate Hypothesis
- Supply Shock
- The Cost of Reducing Inflation – The Sacrifice Ratio
- Demand Pull vs. Cost Push Inflation
- **Graphing:** The Phillips Curve

UNIT 6: ECONOMIC GROWTH AND PRODUCTIVITY

Lesson 12: Production and Growth – Chapter 25

- Productivity
- Physical Capital
- Human Capital
- Natural Resources
- Technology
- Capital per Worker
- Diminishing Returns
- Public Policy
- Free Trade
- Research and Development
- Capital Goods vs. Consumer Goods

UNIT 7: OPEN ECONOMY – INTERNATIONAL TRADE

Lesson 13: Open Economy: International Trade – Chapter 31

- Imports vs. Exports
- Trade Balance (Balance of Trade)
- Trade Surplus vs. Trade Deficit
- Nominal vs. Real Exchange Rates
- Purchasing Power Parity
- Trade Policy

Lesson 14: Open Economy: Foreign Exchange Market – Chapter 32

- Foreign Currency Exchange
- Net Exports
- Capital Flows
- Currency Appreciation and Depreciation
- **Graphing:** Foreign Currency Exchange Market

Assessment/Grading Criteria

- | | |
|--|----------------|
| ● Unit Tests (minimum of three per marking period) | 75% of marking |
| ● Quizzes, Homework, Class Work | 25% of marking |

Marking Period Grade

● A	93 – 100%	A-	90 – 92%
● B+	87 – 89%	B	84 – 86%
● B-	80 – 83%	C+	77 – 79%
● C	74 – 76%	C-	70 – 73%
● D	65 – 69%	F	Below 65%

Final Course Grade

- Your final course grade will be determined by the average of all four marking periods. That means 25% of your final grade is determined by each marking period grade.

APPLIED BUSINESS MATH

Content: Mathematics, Personal Finance

Mission: Through the study of various business subjects, students will obtain the necessary skills to work in the business field such as interpersonal relations, multi-tasking, leadership, effective written and oral communication and the ability to work with peers in a group setting.

Course Description: In this hands-on course, students will learn how to apply math principles to practical applications in their personal lives and the business world. Students will obtain a greater understanding of how important numerical calculations are to the overall success of a business by studying topics such as payroll, checking accounts, the stock market, insurance, budgeting and how to become an informed consumer in today's ever-changing economy.

Big Idea: Through the study of applied business math concepts, students will learn real-world applications for mathematics and how to manage their personal finances.

Enduring Understandings

- Students will know what mathematical skills are required for success in the real world.
- Students will understand how the functions of math permeate everyday life.
- Students will know how mathematical skills relate to business in a variety of functional areas.

Essential Questions

- What are the basic mathematical functions, and how are they performed?
- What is personal finance?
- How do you compute gross income using straight-time pay, overtime pay, salary, piecework, and commission?
- How do you compute various taxes and deductions, and calculate your net income?
- What is the purpose of a budget?
- Why is it important to compare how much you are spending with how much you are earning?
- For what purposes do people use checking accounts?
- Why is saving money a crucial step to living a financially free life?
- How do you define the term credit?
- Why do people take out loans?
- What are the steps to obtain a loan?
- What costs must be considered in purchasing a vehicle?
- Why is it essential to consider all of the costs involved in buying a house before planning a purchase?
- How is having insurance a way to financially protect you and your loved ones?
- How can you become a savvy investor?

Students will know the following terminology

- Account statement
- Amount financed
- Annual expenses
- Annual interest rate
- Annual percentage rate
- Annual yield
- Annuity
- Annuity due
- Assessed value
- Automatic teller machine (ATM)
- Average-daily balance method
- Balance
- Bank statement
- Base price
- Beneficiary
- Bonds
- Budget sheet
- Cash value
- Certificate of deposit
- Charge account
- Check
- Checking account
- Check register
- Closing costs
- Credit card
- Collision insurance
- Commission
- Commission rate
- Compound interest
- Comprehensive insurance
- Co-insurance
- Co-payment
- Daily compounding
- Dealer's cost
- Deductible
- Deductible clause
- Deposit
- Depreciation
- Destination charge
- Dividend
- Double time
- Down payment
- Emergency fund
- Exact interest

- Expenditures
- Expense summary
- Federal income tax
- Final payment
- Finance charge
- Fire protection class
- Fixed costs
- Fixed expenses
- Graduated income tax
- Graduated commission
- Group insurance
- Health insurance
- Health maintenance organization (HMO)
- Homeowners insurance
- Hourly rate
- Installment loan
- Interest
- Lease
- Liability insurance
- Life insurance
- Limited payment policy
- Living expenses
- Loss
- Loss-of-use coverage
- Market value
- Maturity value
- Medical coverage
- Medicare
- Mortgage loan
- Net pay
- Online banking
- Options
- Ordinary annuity
- Ordinary interest
- Overtime pay
- Personal exemptions
- Personal identification number (PIN)
- Personal liability
- Piecework
- Preferred provider organization (PPO)
- Premium
- Principal
- Profit
- Promissory note
- Rate of assessment

- Real estate taxes
- Reconcile
- Recordkeeping
- Rent
- Repayment schedule
- Replacement value
- Salary
- Savings account
- Service charge
- Simple interest
- Simple interest installment loan
- Single-payment loan
- Social Security
- Sticker price
- Stock certificate
- Stocks
- Straight commission
- Straight-time pay
- Tax rate
- Term
- Term life insurance
- Time and a half
- Universal life insurance
- Unpaid-balance method
- Used-vehicle guides
- Utility costs
- Variable costs
- Weekly time card
- Whole life insurance
- Withdrawal

Knowledge and Skills (what students will know and do)

- Understand how to compute gross income including straight-time pay, overtime pay, salary, piecework, and commission.
- Understand how to compute various taxes and deductions, and calculate net income.
- Recognize that the purpose of a budget is to compare how much you are spending with how much you are earning and ensure expenses are less than income.
- People use checking accounts to hold and track their money.
- Saving money is a crucial step to living a financially free life.
- Credit is an agreement to get money, goods, or services now in exchange for a promise to pay in the future.
- Taking out a loan is a common way to borrow the money now and repay it later.
- It is essential to consider all of the costs involved in buying a house before planning a purchase.
- Having insurance is a way to financially protect you and your loved ones when you're faced with illness and death and dying.

- You can become a savvy investor by learning how to invest and diversify a portfolio.
- Demonstrate the basic skills required to perform many mathematical applications.
- Discover how mathematics affects our personal lives every day.
- Compute personal income and calculate income tax.
- Create a personal budget.
- Explain how to keep and reconcile a checking/savings account.
- Differentiate between cash and credit purchases.
- Determine the steps required to apply for a loan as well as how to figure the financial aspects of that loan.
- Recognize the importance of personal finance items such as housing, insurance, and transportation.
- Identify strategies increasing personal finances through investment.
- Develop an understanding of how mathematical applications are used in business.

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

FIRST QUARTER

- Basic Math Skills Workshops - Review of basic mathematical applications
- Chapter 1 - Gross Income
- Chapter 2 - Net Income

SECOND QUARTER

- Chapter 3 - Recordkeeping
- Chapter 4 - Checking Accounts
- Chapter 5 - Savings Accounts

THIRD QUARTER

- Chapter 12 - Investments
- Chapter 7 - Charge Accounts and Credit Cards
- Chapter 8 – Loans

FOURTH QUARTER

- Chapter 9 - Vehicle Transportation
- Chapter 10 - Housing Costs
- Chapter 11 - Insurance

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

Periodic evaluations will take place during each marking period. During the first marking period, the instructor will explain his/her grading procedures to the class. Students will earn a grade for each marking period. The grade for the course will be calculated as 25% for each marking period.

MINIMUM PROFICIENCY

- In order to pass Applied Business Math for the year with the minimum grade of “D,” a student must:
- Have a grade of 65% or greater when the four (4) marking period grades are averaged together as stated above. Grades are determined as follows:
 - Chapter tests and quizzes after concepts within each chapter – 40%
 - Projects (incl. personal budget) – 20%
 - Application exercises (class work) – 30%
 - Do Nows / Closure / Participation – 10%

BUSINESS AND CRIMINAL LAW

Content: Business and Criminal Law

Mission: Through the study of various business subjects, students will obtain the necessary skills to work in the business field such as interpersonal relations, multi-tasking, leadership, effective written and oral communication and the ability to work with peers in a group setting.

Course Description: Business and Criminal is a course that is designed to introduce to students to how our laws are created and understand the purpose of our laws. Students will study the basic areas including but not limited to criminal law, civil law, contract law and the laws governing consumer protection, laws regarding minors, and the laws of marriage divorce and intestacy.

Big Idea: Through the study of law, students will develop a better understanding of our legal system and the rights that they are guaranteed through citizenship.

Enduring Understandings

- Our laws reflect the beliefs of our people.
- Our laws serve two purposes: to protect individuals, and to punish those who violate others.
- Our legal system is based on a dual court system: criminal and civil courts.
- Our legal system is in a constant state of change and updating.
- Our criminal justice system is a deterrent to those who would break the law.
- Our civil court system is a means of protecting individual rights of all citizens and their property and reputation.
- Contract law is designed to regulate business practices and protect all consumers and workers and employers.
- Our trial system is designed to protect all citizens from the tyranny and oppression of government and make sure that all citizens have a right to due process.

Essential Questions

- Why do laws seem like they are based on the morals and ethics of the majority?
- Why do we punish criminals?
- Why do we need civil and criminal trials?
- Why does it take so long for laws to change?
- If we have laws and penalties, why do we still have crime?
- Why can't I sue someone who commits a crime against me?
- Why don't all contracts stand up in court?
- What do we need laws for?

Students will know the following terminology

- Ethics
- Morality
- Common Law
- Precedent

- Administrative Law
- Legislature
- Unconstitutional
- Assault
- Battery
- Felony
- Misdemeanor
- Defendant
- Prosecutor
- Tort
- Negligence
- Strict Liability
- Breach of Duty
- Proximate Cause
- Limited Jurisdiction
- Appellate Jurisdiction
- Bail
- Grand Jury
- Verdict
- Indictment
- Complaint
- Arraignment
- Contract
- Counteroffer
- Void
- Valid
- Offer
- Acceptance
- Fraud
- Rescind
- Duress
- Concealment
- Unilateral vs. Bilateral
- Capacity
- Disaffirm
- Minor
- Major
- Consideration
- Illusory
- Forbearance
- Promissory Estoppels
- Restrictive Covenant
- Usury
- Perjury
- Goods

- Ambiguous
- Breach of Contract
- Substantial Performance
- Reasonable Time
- Accord and Satisfaction
- Statute of Limitation
- Assignment
- Delegation
- Remedy
- Damages
- Novation
- Privity of Contract
- Third-party beneficiary
- Mitigation of Damages
- UCC
- Price
- Bulk Transfer
- Merchant
- Warranty
- Merchantable
- Guarantee
- Caveat Emptor
- Bait and Switch
- Product Liability
- Cease and Desist Order
- Codicil
- Descendent
- Heir
- Testator
- Intestate
- Administrator
- Probate
- Adultery
- Alimony
- Divorce
- Annulment

Knowledge and Skills (what students will know and do)

- Laws are necessary to protect all citizens.
- Our legal system is made up of several key parts: laws, law enforcement, trial procedures and our penal system.
- Ethics and morals play a large role in determining the laws we make.
- Business transactions rely on laws of contracts.
- Courtrooms are used to determine guilt and innocence as well as interpret the laws we write.
- All citizens deserve equal protection of the law.

- Our legal and court systems are flawed.
- Our jury system is believed to be the best solution to keep an overwhelming amount of power in judge's hands.
- Our laws must constantly adapt and update to keep up with our changing society.
- Explain the difference between ethics, morals and the law.
- Outline the criminal trial procedure.
- Outline the civil trial procedure.
- Explain how punishments for crimes are a deterrent.
- Explain why it is in our best interest to make sure all criminals are innocent until proven guilty.
- Explain why laws are constantly changing.
- Give examples of laws that people are always trying to change.
- Describe a situation when might end up in criminal and civil court for the same action.
- Describe the remedies available in civil and criminal trials.
- Explain the importance of contracts in all business transactions.

Standards

- STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.
- STANDARD 6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
- STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.
- STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Learning Activities

- Direct Instruction
- Cooperative Learning
- Discussion
- Hands-on project work
- Case Studies
- Do Now Activities
- Closure Activities
- Refer to scope and sequence chart.

Assessments

- Unit Tests
- Chapter Quizzes
- Mock Trials
- Research Paper
- PowerPoint Projects
- Homework
- Class work
- Debate Topics
- Do-Now Assignments
- Closure Assignments
- Review Assignments

Connections

Cross Curricular: Teaches students about the ethical and morality involved in doing business and/or working in a business environment; as well making each student more aware of their rights as a citizen and consumer.

Technology: Students learn to research topics in the law through the use of technology

Character Education (Core Values): Students learn to be better human beings, better citizens, and learn the difference between illegal, immoral, and unethical.

Career: Students will develop an understanding of various types of work in the legal field including lawyers, judges, law enforcement, legal assistance, legal research and more.

Resources

Technologies: Computer Lab, Computers, Overhead Projector, Library Reference Materials

Text: *Understanding Business and Personal Law*; Glencoe

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR-LONG TOPICS

- Legality vs. Morality vs. Ethics
- The US Legal System
- The Jury System
- Courtroom Procedures

FIRST QUARTER

Unit 1

- Ethics and the Law
- Sources of Law
- Structure of the Courts
- Procedural Law
- Substantive Law

Unit 2

- 2.1 Litigation
- 2.2 Mediation
- 2.3 Arbitration
- 2.4 Criminal vs. Civil Trial Procedures
- 2.5 Constitutional Law
- 2.6 Administrative Agencies

SECOND QUARTER

Unit 3

- 3.1 Contract Law
- 3.2 Offer
- 3.3 Acceptance
- 3.4 Consideration
- 3.5 Mutual Agreement
- 3.6 Legality
- 3.7 Genuine Agreement
- 3.8 Capacity

Unit 4

- 4.1 Assignment
- 4.2 Delegation
- 4.3 Breach of Contract
- 4.4 Performance
- 4.5 Forms of Contracts

THIRD QUARTER

Unit 5

- 5.1 Consumer Protection
- 5.2 Contracts for the Sale of Goods
- 5.3 Warranties
- 5.4 Personal Property
- 5.5 Bailments

Unit 6

- 6.1 Agency
- 6.2 Employment Contracts
- 6.3 Employment Rights and Laws
- 6.4 Forms of Business
- 6.5 Regulation
- 6.6 Negotiating Instruments

FOURTH QUARTER

Unit 7

- 7.1 Marriage
- 7.2 Divorce
- 7.3 Annulment
- 7.4 Alimony
- 7.5 Custody Rights

Unit 8

- 8.1 Wills and Estates
- 8.2 Intestacy
- 8.3 Administrator
- 8.4 Executor
- 8.5 Heirs
- 8.6 Inheritance

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

Complete all assignments and tests in each marking period

Complete a final assessment given during finals week

MINIMUM PROFICIENCY

- Students must obtain a 65% average for the year
- Students must have a passing unit test average for the year
- Students must participate in at least one mock trial for the year
- Students will be asked to participate as an attorney, witness or jury member

BUSINESS ORGANIZATION AND MANAGEMENT

Content: Business

Mission: Through the study of various business subjects, students will obtain the necessary skills to work in the business field such as interpersonal relations, multi-tasking, leadership, effective written and oral communication and the ability to work with peers in a group setting.

Course Description: This course focuses on the planning, supervision, control and performance of activities involved in the production of goods and services. Students will explore the functions of human resources, marketing, purchasing, production, and finance through hands-on project based experiences. Students will understand the major components necessary to develop and maintain a successful business that relates positively to the society.

Big Idea: Business Organization and Management examines how businesses operate in our society and how certain factors affect the performance of a business.

Enduring Understandings

- Understanding how critical economics is to the development of a successful business.
- The global economy has and will continue to expand because of advancements in E-business.
- Knowing the forms of ownership is critical to business.
- The basic management functions are planning, organizing, leading, and controlling.
- Marketing is an organizational function and a set of processes for creating, communicating, and delivering value to customers for managing customer relationships in ways that benefit the organization and its stakeholders.
- People can make better decisions with useful information.
- Understanding accounting and financial concepts is important to managing a business.
- The human resource is not only unique and valuable, but it is also an organization's most important resource; therefore attracting and retaining quality employees is vital.
- Planning, research and development, and technology affect the nature of production.

Essential Questions

- How do economics and ethics impact the business environment?
- What is the impact of E-business on international trade?
- What factors might affect your decision when selecting a business form of ownership?
- What management functions are necessary in the operation of a business?
- What is the advantage of a marketing plan for a business?
- What information is necessary for successful decision making?
- How does knowledge of accounting and financial concepts impact a business?
- How do you attract and retain valuable employees?
- How has technology affected the production process in recent years?

Students will know the following terminology

- Absolute advantage
- Accounting
- Accounting equation
- Advertising
- Annual report
- Assets liabilities
- Audit
- Automation
- Balance of payments
- Balance of trade
- Balance sheet
- Barter
- Behavior modification
- Bill of lading
- Blue-chip stock
- Board of directors
- Bond indenture
- Brand
- Brand mark
- Brand name
- Breakeven quantity
- Budget
- Business
- Business cycle
- Business ethics
- Business model
- Business plan
- Business product
- Business-to-business model (B2B)
- Business-to-consumer (B2C)
- Buying behavior
- Buying long
- Capacity
- Capital gain
- Capitalism
- Cash flow
- Caveat emptor
- Certified public accountant (CPA)
- Closed corporation
- Code of ethics
- Command economy
- Commercial bank
- Commission
- Common stock

- Comparable worth
- Comparative advantage
- Compensation
- Compensation system
- Competition
- Computer viruses
- Conceptual skill
- Consumer buying behavior
- Consumer price index
- Consumer product
- Consumer products
- Consumerism
- Contingency plan
- Controlling
- Convenience product
- Convertible bond
- Cookie
- Cooperative
- Cooperative advertising
- Copyright
- Corporation
- Countertrade
- Credit
- Credit union
- Cultural diversity
- Current assets
- Debenture bond
- Decision making
- Decisional role
- Deflation
- Demand
- Demand deposit
- Democratic leader
- Depreciation
- Depression
- Design planning
- Discount
- Discount rate
- Dividend
- Domestic corporation
- Domestic system
- Draft
- Dumping
- E-business
- E-commerce

- Economic model of social responsibility
- Economics
- Economy
- Electronic funds transfer (EFT) system
- Embargo
- Entrepreneur
- Equity theory
- Ethics
- Expectancy theory
- Export-Import Bank of the United States
- Exporting
- External/Internal recruiting
- Factors of production
- Factory system
- Federal deficit
- Federal funds rate
- Federal Reserve System
- Financial accounting
- Financial leverage
- Financial management
- Financial manager
- Financial planner
- Financial ration
- First-line manager
- Fiscal policy
- Fixed assets
- Fixed cost
- Flextime
- Foreign corporation
- Form utility
- Franchise
- Franchisee
- Franchising
- Franchisor
- Free enterprise
- Gantt chart
- General Agreement of Tariffs and Trade
- General partner
- General partnership
- Generally accepted accounting principles (GAAPs)
- Generic product
- Goal
- Government-owned corporation
- Gross domestic product
- Gross sales

- Hostile takeover
- Hourly wage
- Human resources management (HRM)
- Human resources planning
- Import duty
- Import quota
- Importing
- Inflation
- Initial public offering (IPO)
- Institutional advertising
- Integrated marketing communication
- International business
- International Monetary Fund (IMF)
- Interpersonal role
- Interpersonal skill
- Inventory control
- Invisible hand
- Job analysis
- Job description
- Job enrichment
- Job evaluation
- Job specification
- Joint venture
- Labeling
- Leadership
- Leading
- Lease
- Letter of credit
- Limit order
- Limited liability
- Limited partner
- Limited partnership
- Limited-liability company (LLC)
- Line of credit
- Liquidity
- Log-file records
- Macroeconomics
- Malcolm Baldrige National Quality Award
- Management
- Managerial accounting
- Market economy
- Market order
- Market price
- Market segment
- Marketing

- Marketing concept
- Marketing information systems
- Marketing mix
- Markup
- Maslow's hierarchy of needs
- Mass production
- Master limited partnership (MLP)
- Maturity date
- Measure of value
- Medium of exchange
- Merger
- Microeconomics
- Middle manager
- Minority
- Mission
- Mixed economy
- Monetary policies
- Money
- Monopolistic competition
- Monopoly
- Morale
- Mortgage bond
- Motivating
- Nasdaq
- National bank
- National debt
- Natural monopoly
- Net asset value (NAV)
- Net sales
- Nontariff barriers
- Not-for-profit corporation
- Objective
- Oligopoly
- Online communities
- Open corporation
- Open-market operations
- Operating expenses
- Operational plan
- Operations management
- Operations manager
- Organizing
- Orientation
- Outsourcing
- Overtime
- Owner's equity

- Packaging
- Partnership
- Part-time
- Penetration pricing
- Perfect competition
- Personal budget
- Personal selling
- PERT (Program Evaluation and Review Techniques)
- Plan
- Planning
- Planning horizon
- Plant layout
- Pollution
- Possession utility
- Preferred stock
- Preferred stock
- Price
- Price competition
- Price leaders
- Price skimming
- Primary market
- Producer price index
- Product
- Product differentiation
- Product line
- Product line
- Productivity
- Productivity
- Profit
- Profit sharing
- Promotion
- Promotion mix
- Promotional campaign
- Proxy
- Public relations
- Quality control
- Rate of return
- Raw material
- Recession
- Recruiting
- Relationship marketing
- Replacement chart
- Reserve requirement
- Return on sales
- Revenue stream

- Robotics
- Salary
- Sarbanes-Oxley Act of 2002
- S-corporation
- Secondary market
- Selection
- Selling short
- Serial bonds
- Shopping product
- Short-term financing
- Skills inventory
- Small business
- Small Business Administration (SBA)
- Social audit
- Social responsibility
- Socioeconomic model of social responsibility
- Sole proprietorship
- Spamming
- Specialization
- Specialty product
- Stakeholders
- Standard of living
- State bank
- Statement of cash flows
- Stock
- Stock dividend
- Stockholder
- Store of value
- Strategic alliance
- Strategic plan
- Strategic planning
- Supply
- Syndicate
- Tactical plan
- Target market
- Team
- Technical skill
- Tender offer
- Theory X
- Theory Y
- Theory Z
- Top manager
- Total cost
- Total Quality Management (TQM)
- Total revenue

- Trade deficit
- Trade name
- Trademark
- Trial balance
- Trustee
- Unlimited liability
- Utility
- Variable cost
- Venture capital
- Wage survey
- Whistle-blowing
- World Trade Organization
- Zero-based budgeting

Knowledge and Skills (what students will know and do)

- Studying business will help you choose a career, perhaps start your own business, and become a better-informed consumer, investor, and employee.
- More corporations are developing ethics and social responsibility programs.
- International business encompasses all business activities that involve exchanges across national boundaries.
- The internet and e-business are changing the way we live and the way business do business.
- The three common forms of business ownership sole proprietorship, partnership, and corporation.
- Small businesses drive the economy.
- The four basic management functions planning, organizing, leading, and controlling.
- Marketers are concerned with building long-term customer relationships.
- Managers and employees can make more informed decisions with useful information.
- Being able to understand how to attract and keep the right people is crucial.
- Define business and identify potential risks and rewards.
- Identify the types of ethical concerns that arise in the business world.
- Explore the growth trends, future opportunities, and challenges of e-business and international trade.
- Describe the advantages and disadvantages of the various forms of business ownership.
- Describe the four basic management functions: planning, organizing, leading, and controlling.
- Explain the nature of production.
- Identify the four elements of the marketing mix.
- Discuss the five functions of an information system.
- Summarize the process of financial management.
- Describe the major components of human resource management.

Standards

- STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

- STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.
- STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
- STANDARD 6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
- STANDARD 6.5 (Economics) All students will acquire an understanding of key economic principles.
- STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.
- STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Learning Activities

- Direct Instruction
- Cooperative Learning
- Discussion
- Hands-on project work
- Do Now
- Closure
- Video/DVD
- Case Studies
- Refer to scope and sequence chart.

Assessments

- Quizzes after each chapter
- Unit Test
- Unit Project
- Unit Case Study

Connections

Cross Curricular:

- Mathematics through the application of various financial ratios.
- Social Studies through reading and interpreting data and information, as well as economic applications.
- Language Arts through the translation and explaining of data.

Technology:

- Use search engines, websites, and computer applications to gather and organize information and to solve problems
- Use digital cameras, video cameras, and video editing software to enhance the learning experience.
- Use a variety of computer software to complete activities on a daily basis.

Character Education (Core Values):

- The core values of honesty, respect, responsibility, kindness, and service are addressed and stressed in all business courses throughout the year.

Career:

- Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- Demonstrate critical life skills in order to be functional members of society.

Resources

Technologies:

- Personal computers
- DVD player
- Digital cameras
- Video cameras
- Color Printer
- Black & White printer

Text: Pride, William H., Hughes, Robert J., Kapoor, Jack R., *Business, 9th ed.* (Boston: Houghton Mifflin, 2008) ISBN: 978-0-618-894932

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR-LONG TOPICS

Do Now activities and class work

FIRST QUARTER

Unit 1

Introduction to Business

- Chapter 1 – The Environment of Business
- Chapter 2 – Being Ethical and Social Responsible

Unit 2

Global Business and E-Business

- Chapter 3 – Exploring Global Business
- Chapter 4 – Navigating the World of e-Business

SECOND QUARTER

Unit 3

Business Ownership & Financial Management

- Chapter 5 – Choosing a Form of Business Ownership
- Chapter 20 – Mastering Financial Management
- Chapter 21 – Understanding Personal Financial and Investments

Unit 4

Accounting & Money Management

- Chapter 18 – Using Accounting Information
- Chapter 19 – Understanding Money, Banking, and Credit

THIRD QUARTER

Unit 5

Management

- Chapter 7 – Understanding the Management Process
- Chapter 10 – Attracting and Retaining the Best Employees
- Chapter 11 – Motivating and Satisfying Employees and Teams

Unit 6

Production and Pricing

- Chapter 9 – Producing Quality Goods and Services
- Chapter 14 – Creating and Pricing Products that Satisfy Customers

FOURTH QUARTER

Unit 7

Marketing

- Chapter 13 – Building Customer relationships Through Effective Marketing
- Chapter 16 – developing Integrated Marketing Communications

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

Periodic evaluations will take place during each marking period. [During the first quarter, the instructor will explain his/her grading procedures to the class.] Students will earn a grade for each quarter. The grade will be calculated as follows: 25% for each quarter

MINIMUM PROFICIENCY

In order to pass Business Organization and Management for the year with the minimum grade of “D”, a student must: Have a grade of 65% or greater when the 4 quarters are averaged together.

In order to earn college credit through Middlesex County College's High School Scholars program, a student must: Pass the course with a minimum grade of 70%.

COLLEGE ACCOUNTING I

Content: College Accounting I

Course Title: College Accounting I: Financial Accounting

Mission: The mission of this course is to give students the opportunity to practice the role of financial accounting in business. Students will complete the accounting cycle including the preparation of financial statements for service and merchandising business.

Course Description: This advanced course uses a college-level text and introduces students to financial accounting and the manufacturing process. Students will also be exposed to the terminology used to describe costs related to manufacturing. The course emphasizes accounting activities that help managers plan and control the operations of a business. For example, budgets and other performance evaluations and how they are used to control operations are discussed. Films, including R-rated movies, may be used to reinforce business concepts. Students have the option of earning 4 college credits.

Standards: <http://www.state.nj.us/education/cces/>

- STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
- STANDARD 6.2 (Social Studies Skills) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
- STANDARD 6.5 (Social Studies Skills) All students will acquire an understanding of key economic principles.
- STANDARD 8.1 (Technology, Educational Technology) All students will use digital tools to access, manage, elevate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- STANDARD 9.1 (21st-Century Life and Careers, 21st Century Life Skills) All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures
- STANDARD 9.1 (21st-Century Life and Careers, Personal Financial Literacy) All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
- STANDARD 9.1 (21st-Century Life and Careers, Career Awareness, Exploration, & Preparation) All students will apply knowledge about and engage in the process of career awareness, exploration. And preparation in order to navigate the globally competitive work environment of the information age.
- STANDARD 9.4 (21st Century Life and Careers, Career and Technical Education— (D) Business, Management & Administration Career Cluster & (F) Finance Career Cluster] All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that

lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Common Core State Standards Initiative (CCSSI)

- English Language Arts Standards, Writing.
- English Language Arts Standards, Speaking & Listening.
- English Language Arts Standards, Language.
- English Language Arts Standards, Reading 11-12 Informational Text
- English Language Arts Standards, History / Social Studies
- English Language Arts Standards, Science and Technology
- Mathematics, High School: Number and Quantity, Quantities
- Mathematics, High School: Algebra

Enduring Understandings

- Accounting is known as the ‘language of business’ due to its essential role in business.
- Financial Accounting is a standards/rules based system that requires all businesses to prepare financial records using the same methods so that economic data is reliable and comparable.
- Business transactions are recorded and posted and accounts are adjusted and closed each accounting period in order to keep accounts and reports up to date and accurate.
- The accounting equation illustrates the distribution of a business’ assets among the portion the business owns and the portion that is owed to (borrowed from) creditors (Assets = Liabilities + Stockholders’ Equity.)
- Based on the accounting equation concept, all transactions are recorded using a double entry accounting system that ensures the accounting equation stays balanced.
- The accounting cycle is completed for a fiscal period in order to produce financial statements that are used for internal and external decision making.
- Accountants plan and implement control systems that properly ensure an assets’ preservation, collection (A/R), depreciation, amortization, and disposal.
- Methods for recording and reporting payroll and employee fringe benefits

Essential Questions

- What is the role of accounting in business and who are the users of financial accounting statements?
- What are the standards and rules used in financial accounting to ensure reliable and comparable economic data?
- What is the accounting account equation and what does it represent?
- How are business transactions recorded in relation to the accounting equation and the double entry accounting system?
- What are the steps in the accounting cycle and describe how one step flows to the next.
- What is a fiscal/accounting period and describe the relationship between the period and the accounting cycle.
- How is financial accounting data used by internal and external decision makers?
- What are the control systems for assets to safeguard, collections, depreciation, amortization, and disposal?
- What are the key factors and documents in reporting employee payroll and fringe benefits?

Knowledge and Skills:

- Knowledge: Students will know:
- Three major types of business operations: service, merchandising, and manufacturing.
- Accounting is an information system that provides reports to stakeholders about the economic activities and condition of a business.
- The role of ethics in accounting and business.
- Opportunities for accountants and different careers in accounting.
- There are standards and rules that must be followed in accounting so that economic data is valid and comparable among different businesses.
- The accounting concepts developed by the Financial Accounting Standards Board and as written in the generally accepted accounting principles (GAAP).
- The accounting equation and the relationship among its elements: $\text{Assets} = \text{Liabilities} + \text{Stock Equity}$.
- The classification of accounts: assets, liabilities, stockholders' equity, revenue, expenses, contra-accounts.
- Businesses determine accounts that will be used in their business based on the needs of the business and that different businesses may have very different chart of accounts.
- The four primary financial statements including the items that appear on each and the interrelationship among them.
- How transactions can be analyzed into debit and credit parts using T-Accounts, and record in the journal using the double-entry accounting system.
- Amounts recorded as business transactions will be posted to individual accounts (as per the chart of accounts) so that a 'running' balance for all business accounts is available.
- Financial statements are prepared using the balances in the business' accounts so it is essential that account balances are updated periodically.
- Errors in the accounting process may be discovered by completing a trial balance and there are methods to help accounts discover the type of error if one has occurred.
- Accounting data is analyzed, recorded, and reported for periods of time called the 'fiscal period' and each fiscal period completes an accounting cycle.
- The steps in the accounting cycle (in order) for a service and merchandising business and understand why some account adjustments and closings are needed at the end of the fiscal period.
- Some accounts use the optional worksheet in order to prepare for account adjustments and facilitate preparation of financial statements.
- The differences in the chart of accounts for a service business and a merchandising business.
- Items included on and format of the multi-step income statement.
- One business transaction affects both the seller of goods and the buyer of goods and each party will record the transaction differently—aka, the dual nature of merchandising transactions.
- How errors in recording transactions affect the financial statements.
- Inventory is purchased at different costs throughout the fiscal period. Accountants must evaluate and determine the inventory cost flow method that is best suited for their particular business.
- Inventory costing is determined using the perpetual inventory system and the period

inventory system.

- Certain circumstances arise where inventory may be valued and reported in the financial statements at other-than-cost.
- Sarbanes-Oxley Act of 2002 is one of the most important laws affecting US companies in recent history. The purpose of the act is to restore public confidence and trust in the financial reporting of companies.
- The elements and objectives of internal controls: safeguard assets, accurate information, and compliance with laws and regulations.
- Controls and procedures for cash receipts and payments including preparation of bank reconciliation.
- Receivables are classified according to the length of time in which payment is completed and formality of the credit agreement.
- All businesses that offer credit (receivables) will have accounts that become uncollectable.
- GAAP requires that businesses periodically (public) estimate the amount of uncollectable receivables using the percent-of-sales method and the analysis-of-receivables method.
- Characteristics of notes receivable and related terms.
- Fixed assets are relatively long-term or permanent assets that lose value over time (depreciate)
- Costs incurred from the purchase of assets can be classified by the type of asset that was purchased.
- Fixed assets costs included all costs incurred to acquire the asset as well as additional costs for maintenance and repairs, improvements, and overhauls.
- Factors in computing depreciation expense and the methods of computing depreciation.
- Accounting for discarding, selling, depletion, and amortization of fixed assets, natural resource assets, and intangible assets.
- Different classes of liabilities and the liability for employee earnings.
- The deduction from employee earnings as determined by the employees' W-4 form, tax bracket, and other deduction in order to compute employee net pay.
- Contingent liabilities and their likelihood of occurrence and measurement.

Skills: Students will be able to. . .

- Distinguish among the three major types of business organizations.
- Describe the role of accounting in business and explain why accounting is called 'the language of business.'
- List two factors affecting ethical conduct in business
- Describe the difference between public and private accounting
- Define GAAP, give examples of the cost, objectivity, and unit of measure concepts
- Classify assets as assets, liabilities, and owner's / stockholders' equity.
- Solve accounting problems using the accounting equation.
- Use the accounting equation as a tool for recording the affect of business transactions on the distribution of assets.
- Identify the accounts that appear on each financial statement and explain the order/interrelationship of financial statement preparation.
- Analyze and record service business transactions into debit and credit parts using t-accounts and identify increase, decrease, and normal balance of accounts.

- Prepare a chart of accounts and assign appropriate account numbers according to account classification and position within the ledger.
- Journalize business transactions into debit and credit parts, post amounts into the individual ledger accounts, calculate account balances and complete the unadjusted trial balance.
- Analyze adjustment data and prepare adjusting entries for deferred (prepaid/unearned) items, accrued items, and depreciation.
- Determine the effect of omitting adjusting entries on the financial statements.
- Use the end-of-period worksheet as a tool to collect adjustment data, adjusted trial balance data, income statement data, and balance sheet data from which the remainder of the accounting cycle can be completed.
- Prepare complete financial statements from data contained on the end-of-period worksheet.
- Differentiate between temporary (nominal) accounts and permanent (real) accounts in order to determine which accounts to close at the end of the fiscal period.
- Prepare closing entries and post in order to bring accounts up to date and prepare temporary accounts for the new accounting period.
- Describe how the business activities for a service business differ from that of a merchandising business.
- Compute gross profit and net income using the multi-step income statement format.
- Demonstrate the dual nature of a merchandising business by journalizing both buyer and seller transactions.
- Identify merchandising buyer and seller accounts under the perpetual inventory system.
- Identify terms of credit and calculate sales discounts.
- Determine when title of merchandise changes ownership based on shipping terms FOB destination or FOB shipping point.
- Complete the accounting cycle for a merchandising business.
- Differentiate between the periodic and perpetual inventory systems and the strength of each method.
- Describe controls for safeguarding inventory.
- Complete inventory cost flow schedule using FIFO, LIFO, and Average Cost in order to determine for each method: Inventory on any given day, end-of-period inventory value, cost of merchandise sold, and gross profit.
- Describe the economic circumstances that would best suit FIFO. LIFO.
- Record entries for damaged, stolen, or spoiled merchandise.
- Describe Sarbanes-Oxley and some scandals that resulted in its enactment.
- Illustrate and present elements of internal control including the receipt/payment of cash at the register, through the mail, and electronic funds transfers.
- Practice the businesses use of a bank accounts, statements and preparation of bank reconciliation as a control over cash.
- Record journal entries relate to adjustments made to company side of the bank reconciliation.
- Describe the uses and prepare the entries for petty cash.
- List common classifications of receivables and differentiate among classes and terms of receivables.
- Describe two methods of reporting uncollectable receivables and explain which method

is required by GAAP and when it is appropriate to use the other method.

- Prepare journal entries to write off, reinstate, and collect receivables using the direct-write-off method.
- Prepare journal entry to record estimated end-of-year adjustment, write off, reinstate, and collect receivables using the allowance method.
- Identify the accounts and process used for both the direct-write-off method and the allowance method.
- Compute and record adjusting entries to bad debt expense and allowance for doubtful accounts using the percent of sales method and the analysis of receivables method.
- Define fixed assets.
- List types of costs that should be included in the cost of a fixed asset and record entries that correspond with those costs.
- Provide examples of ordinary repairs, asset improvements.
- Compute straight-line, units-of-production, double-declining balance, methods of depreciation.
- Journalize natural resource depletion and intangible asset amortization.
- Identify and define the most frequently reported current liabilities on the balance sheet.
- Compute federal withholding tax from wage bracket withholding table, employee net pay, deductions for social security, and Medicare tax.
- Journalize entries related to employee pay and payroll, contribution and defined benefits, vacation pay, and contingent liabilities.

Students will know the following terminology

- Account form
- Account payable
- Account receivable
- Accounting
- Accounting cycle
- Accounting equation
- Accounting period concept
- Accounting system
- Accrual basis
- Accruals
- Accumulated depreciation
- Adjusted trial balance
- Adjusting entries
- Adjusting process
- Allowance method
- Amortization
- Assets
- Average cost method (inventory cost flow)
- Balance of the account
- Balance sheet
- Bank reconciliation
- Bank statement
- Book value of fixed assets

- Business entity concept
- Business stakeholder
- Business transactions
- Capital expenditures
- Capital lease
- Cash
- Cash basis of accounting
- Cash payments journal
- Cash receipts journal
- Cash short and over
- Certified Public
- Chart of accounts
- Clearing account
- Closing entries
- Closing process
- Contra account
- Contra asset
- Controlling account
- Corporation
- Credits
- Current assets
- Current liabilities
- Debits
- Declining balance
- Deferrals
- Depreciation
- Depletion
- Direct write-off method for uncollectibles
- Dishonored note
- Double-entry accounting
- Drawing
- E-commerce
- Electronic funds
- transfer
- Employee fraud
- Ethics
- Expenses
- Financial accounting
- Financial Accounting
- Standards Board
- Financial statements
- First-in, first-out method
- Fiscal year
- Fixed assets
- General journal

- General ledger
- Goodwill
- Gross profit method
- Horizontal analysis
- Income summary
- Intangible assets
- Internal controls
- Inventory
- Journal
- Journal entry
- Journalizing
- Last-in, first-out method
- Lease
- Ledger
- Liabilities
- Limited liability corporation
- Long-term liabilities
- Low-cost strategy
- Managerial accounting
- Manufacturing business
- Materiality concept
- Matching concept
- Maturity value
- Merchandising business
- Natural business year
- Net Income
- Net Loss
- Net realizable
- Notes receivable
- Owner's equity
- Partnership
- Patents
- Petty cash fund
- Post-closing trial balance
- Physical inventory
- Posting
- Prepaid expenses
- Private accounting
- Promissory note
- Property, plant, and equipment
- Proprietorship
- Public accounting
- Purchases journal
- Real accounts
- Report form

- Reversing entry
- Revenues
- Revenue expenditure
- Revenue journal
- Revenue recognition concept
- Service business
- Slide
- Solvency
- Special journals
- Statement of Cash Flows
- Statement of owner's equity
- Straight-line method
- Subsidiary ledger
- T-account
- Temporary (nominal) accounts
- Transposition
- Trial balance
- Two-column journal
- Unearned revenues
- Uncollectible accounts expense
- Unit of measure concept
- Units-of-production method
- Value chain
- Vertical analysis
- Voucher system
- Work sheet
- Working capital

Assessments (how students will show what they know)

Formative (interim)

- Do Now Activities
- Closure Activities
- Application Exercise and Class work
- Projects / Simulations
- Presentation of practice material
- Chapter Quizzes
- Unit tests

Summative (final)

- Final Exam

21st Century Connection

Standard 8.1 Technology (Education Technology)

- Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
- Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

- Use various software programs including Microsoft Word, Excel, Google docs
- Prepare and deliver presentations using the LCD projector and SmartBoard.
- Use search engines, websites, and computer applications to gather and organize information and to solve problems.

Standard 9.1 The 21st Century Life & Career Skills

Standard 9.2 Personal Financial Literacy

Standard 9.3 Career Awareness, Exploration, Preparation

Standard 9.4 Career Cluster Specific

- Develop the necessary computer and technology skills to succeed in postsecondary education and careers.
- Demonstrate critical life skills in order to be functional members of society.

Character Education (Core Values)

South Brunswick High School's core values of honesty, respect, responsibility, kindness, and service are addressed and stressed throughout the course. Units cover topics in business ethics, ethics in accounting, Sarbanes-Oxley Act, and internal controls that provide engaging and authentic opportunities for students to develop and exhibit character strength. Students will have the opportunity to:

- Identify moral and ethical issues that arise in business, accounting and in their workplace when dealing with accounting systems and reports.
- Recognize the importance of ethics and accurate financial reporting.

Cross Curricular / Interdisciplinary:

- Language Arts Literacy through speaking, writing, listening, media literacy, and the translation and explanation of data.
- Mathematics through the application of fundamental processes.
- Social Studies through problem solving, civics, reading and interpreting data and information.

Course Resources

Technologies

Personal Computers with Internet access and software tools

Google docs

Projector & SmartBoard

Color printer

Black & white printer

Calculators

Text

Warren, Reeve, and Duchac Financial and Managerial Accounting, 11th Edition. South-Western Cengage Learning: Mason, OH 2012.

Printed Text: ISBN-10: 0-538-48089-0; ISBN-13: 978-0-538-48089-5

Bundle of Textbook and K12 6-PAC PDF eBook: Bundle ISBN: 978-1-133-28827-5

Text Web Site: www.cengage.com/accounting

Other: *Enron— The Crooked E*, Worldcom (CNBC American Greed Series)

PACING CHART (SCOPE & SEQUENCE)

First Quarter

Chapters 1 & 2

Unit 1: Introduction to Accounting, Business, and Analyzing Transactions:

- Types of businesses, forms of business ownership, accounting ethics
- Generally Accepted Accounting Principles: Business Entity and Cost concepts, The Accounting Equation, and business transactions on the accounting equation
- Financial Statements: Income statement, Retained Earnings, and Balance Sheet

Second Quarter

Chapters 3 & 4

Unit 2: The Adjusting Process and Completing the Account Cycle:

- Nature of the adjusting process, journalize entries for accounts requiring adjustment
- Prepare adjusting entries and the adjusted trial balance
- The flow of accounting information from the unadjusted trial balance into the adjusted trial balance and financial statements
- Preparation of the end-of-period worksheet
- Prepare closing entries: Journalize and post-closing entries. Complete the post-closing trial balance.
- Complete the accounting cycle for one period—service business organized as a corporation.

Third Quarter

Chapters 5 & 6 & 7

Unit 3: Accounting for Merchandising Businesses, Inventory, Internal Controls,
& Sarbanes-Oxley:

- Nature of a merchandising Business
- Financial statements for merchandising: multi and single step income statement, retained earnings and balance sheet.
- Merchandising transactions: chart of accounts, sales transactions, purchase transactions, freight, sales tax, and trade discounts.
- The adjusting and closing process: adjusting entry for inventory shrinkage and closing entries for merchandising
- Control of inventory: safeguarding inventory and reporting inventory
- Inventory cost flow assumptions
- Inventory costing methods under a perpetual inventory system: FIFO, LIFO, average cost
- Inventory costing methods under a periodic inventory system: FIFO, LIFO, average cost
- Comparing inventory costing methods
- Reporting merchandise inventory in the financial statements: valuation at lower of cost or market, valuation at net realizable value, merchandise inventory on the balance sheet, effect of inventory errors on the financial statements
- Sarbanes-Oxley

- Internal controls: objectives of internal controls, elements of control, control environment, risk assessment, control procedures, monitoring, information and communications, limitations of internal controls.
- Cash controls over receipts and payments

Fourth Quarter

Chapters 7, 8, 9 & 10

Unit 4: Internal controls, cash and receivables

- Bank accounts: bank statements and using the bank statement as a control for cash
- Bank Reconciliation
- Special-purpose cash funds
- Financial statement reporting and cash
- Classification of receivables: accounts receivable, notes receivable and other receivables
- Uncollectible receivables
- Direct write-off method for uncollectible accounts
- Allowance method for uncollectible accounts: write-offs to the allowance account and estimating uncollectibles
- Characteristics of notes receivable
- Reporting receivables on the balance sheet

Unit 5: Fixed and Intangible Assets, Current Liabilities and Payroll

- Nature of fixed assets : classifying costs, the cost of fixed assets, capital and revenue expenditures, leasing fixed assets
- Accounting for depreciation: factors in computing depreciation, straight-line method, units-of-production method, and double-declining balance method
- Depreciation for the federal government
- Disposal of fixed assets: discarding or selling fixed assets
- Natural resources
- Intangible assets
- Current liabilities: accounts payable, current portion of long-term debt, and short-term notes payable
- Payroll and Payroll Taxes: liability for employee earnings
- Deductions from employee earnings
- Computing employee net pay
- Accounting systems for payroll and payroll taxes: payroll register, earning records, payroll checks, internal controls of payroll systems
- Employee fringe benefits: vacation pay, pensions, current liabilities on the balance sheet
- Contingent liabilities: probable and estimated, probable and not estimated, reasonably possible, and remote.

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

Grading Criteria:

Quizzes – 15%

Unit Tests – 30%

Unit Projects – 30%

Class-work – 15%

Do Now / Participation – 5%

Homework – 5%

MINIMUM PROFICIENCY

In order to pass College Accounting I for the year with the minimum grade of “D”, a student must have a grade of 65% or greater when the four marking period grades are averaged together as stated above.

In order to earn college credit: be enrolled in the High School Scholars program; receive a grade of a “C” or better; grades are determined as follows: Quizzes/Class-work (15% each) / Unit Tests/Unit Projects (30% each) / Do Now-Participation/Homework (5% each)

COLLEGE ACCOUNTING II

Content: Accounting

Prerequisite: College Accounting I with a grade of C or better.

Course Summary:

This advanced course uses a college level text, and introduces students to managerial accounting and the manufacturing process. Students will also be exposed to the terminology used to describe costs related to manufacturing. The course emphasizes accounting activities that help managers plan and control the operations of a business, for example, budgets and other performance evaluations, and how they are used to control operations. The year will end with a brief introduction to the basics of capital investment analysis, which is a topic covered in much more detail in introductory finance and/or intermediate accounting.

Course Resources (printed materials, text book, magazines, and journals):

Textbook:

Financial and Managerial Accounting, 10th Edition. Warren, Reeve, Duchac. Cengage, 2009.

Magazines and Periodicals: Wall Street Journal, Business Week, Forbes, Fortune, Inc.

Course Resources (Internet sites or specific software that will be used during the course):

www.thomsonedu.com/accounting/warren (textbook companion website)

Course Resources (DVD):

Career-oriented videos/DVDs

Course Resources (Equipment, video cameras, tools):

Computer workstations (student and teacher)

Digital video cameras

Digital still cameras

Color printer

Black & white printer

SmartBoard

LCD Projector

State Standards (that are being met through this course):

- STANDARD 3.2 (Language Arts Literacy; Writing): All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.3 (Language Arts Literacy; Speaking): All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.4 (Language Arts Literacy; Listening): All students will listen actively to information from a variety of sources in a variety of situations.
- STANDARD 3.5 (Language Arts Literacy; Viewing and Media Literacy): All students

will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

- STANDARD 4.1 (Mathematics; Number and Numerical Operations): All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways.
- STANDARD 4.5 (Mathematics; Mathematical Processes): All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.
- STANDARD 6.1 (Social Studies; Social Studies Skills): All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
- STANDARD 6.2 (Social Studies; Civics): All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
- STANDARD 6.5 (Social Studies; Economics): All students will acquire an understanding of key economic principles.
- STANDARD 8.1 (Technological Literacy; Computer and Information Literacy): All students will use computer applications to gather and organize information and to solve problems.
- STANDARD 9.1 (Career Education and Consumer, Family, and Life Skills; Career and Technical Education): All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- STANDARD 9.2 (Career Education and Consumer, Family, and Life Skills; Consumer, Family, and Life Skills): All students will demonstrate critical life skills in order to be functional members of society.

Enduring Understandings (if you could sum up what the students will know in three statements, what would they be?)

- Introduces students to managerial accounting and the manufacturing process.
- Students will also be exposed to the terminology used to describe costs related to manufacturing and cost behavior.
- The course emphasizes accounting activities that help managers plan and control the operations of a business, for example, budgets and other performance evaluations, and how they are used to control operations.

Essential Questions (If giving an essay final exam, what ten questions would you ask?)

- Why are most large businesses organized as corporations?
- If a stockbroker advises a client to “buy preferred stock...with that type of stock you will never have to worry about losing the dividends,” is the broker right? Explain your answer.
- What is meant by the phrase “time value of money”?
- If bonds issued by a corporation are sold at a premium, what is the relation of the market rate of interest compared to the contract rate?
- Why do most preparers of Cash Flow Statements prefer the Indirect Method?
- Who cares about the Cash Flow Statement since it only tells the reader where the

- company's money came from and where the company's money was spent?
- Why do accountants have to accumulate costs for each specific job or process?
 - Why is it necessary to calculate a predetermined overhead rate?
 - Why is it necessary to keep up with the flow of costs in a job order system?
 - Can a business be using both process and job order costing? Explain.
 - What does equivalent units of production (EUP) mean, and why is it necessary for it to be correct?
 - Since budgets are estimates made before a period begins and may prove wrong, are they worth the time and effort put into them? Explain.
 - Why does management need to evaluate variances and make adjustments?
 - What is the best type of responsibility accounting center and why?
 - Which method of evaluating capital investment is the best to use? Why?
 - Why do capital investments seem to be so important and affect several years?
 - The reliability of cost-volume-profit (CVP) analysis depends on several key assumptions. What are those primary assumptions?
 - How do you know if a ratio is good or bad?
 - What do ratios and basic analytical procedures tell us about a company?
 - Why does fixed cost remain the same in total dollar amount but increase or decrease per unit as the level of activity changes?

Knowledge:

- Students will be able to describe the nature of the corporate form of organization.
- Students will learn the two ways to finance a corporation, and the entries for issuing stock, paying dividends, and selling bonds.
- Students will learn how to prepare a statement of cash flows, using the indirect and the direct method.
- Students will be able to apply financial statement analysis to assess the solvency and profitability of a business.
- Students will be able to describe the contents of corporate annual reports.
- Students will be able to describe managerial accounting and the role of managerial accounting in a business.
- Students will be able to prepare journal entries for a job order and process cost accounting system.
- Students will be able to classify costs by their behavior as variable costs, fixed costs, or mixed costs.
- Students will be able to describe budgeting, its objectives, and its impact on human behavior.
- Students will be able to evaluate a business's performance using variances from standard costs.
- Students will know how to prepare a responsibility accounting report for a cost, profit and investment centers.
- Students will be able to explain the nature and importance of capital investment analysis.

Skills:

- Identify and demonstrate knowledge of basic characteristics of a corporation and related equity accounting. 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 12-1, 12-2, 12-3, 12-4, 13-6
- Identify and demonstrate knowledge of basic characteristics of corporate investing. 12-5
- Identify and demonstrate knowledge of basic characteristics of accounting for long-term liabilities. 13-1, 13-2, 13-3, 13-4, 13-5
- Construct/analyze/interpret a financial statement using ratios. 15-1, 15-2, 15-3, 15-4
- Construct/analyze/ interpret a statement of cash flows (indirect/ direct methods). 14-1, 14-2, 14-3
- Identify and demonstrate knowledge of the basic characteristics of managerial accounting. 16-1, 16-2
- Identify and demonstrate knowledge of the three broad functions of management. 16-1, 16-4
- Identify and demonstrate knowledge of the features of managerial accounting. 16-3, 16-4
- Identify and demonstrate knowledge of variable and fixed costs. 19-1, 20-1, 20-4, 20-5, 20-6
- Identify and demonstrate knowledge of CVP analysis. 19-4
- Identify and demonstrate knowledge of Contribution margin. 19-2
- Identify and demonstrate knowledge of break-even point. 19-3
- Identify and demonstrate knowledge of margin of safety and sales target calculations. 19-5
- Identify and demonstrate knowledge of job and process costing. 17-1, 17-2, 17-3, 17-4, 18-1, 18-2, 18-3, 18-4
- Identify and demonstrate knowledge of budgetary planning, control and responsibility centers. 21-1, 21-2, 23-1, 23-2,
- Identify and demonstrate knowledge of annual rate of return; cash payback techniques. 25-2
- Identify and demonstrate knowledge of net present value and internal rate of return. 25-2

Learning Activities (teaching strategies to be used in the course):

Direct Instruction

Case Studies

Simulation activities

Hands-on project work (incl. cooperative learning)

Do Now

Closure

Guest speakers

Field trips

Video/DVD

Performance tasks (types of assessments to be used during the course):

Quizzes after each chapter

Unit tests

Unit projects (incl. research papers)

Performance tasks (class-work/homework- Application exercises and Problems)
Informal checks/ Observation (walk around the classroom as students are working)
Academic prompt/Dialogue (by using Do Nows/ Closures)

Rubrics (each type of assessment must have a rubric available for review, for example, if case studies will be used as a performance assessment, there should be one rubric for all case studies):

The following grading structure will be utilized:

Quizzes – 15%

Unit Tests – 30%

Unit Projects – 30%

Classwork – 15%

Do Nows / Participation – 5%

Homework – 5%

COMPUTER APPLICATIONS

Content: Business

Mission: Through the study of various business subjects, students will obtain the necessary skills to work in the business file such as interpersonal relations, multi-tasking, leadership, effective written and oral communication and the ability to work with peers in a group setting.

Course Description:

In this introductory computer course students will learn how to use Microsoft Windows and Microsoft Office to touch type, create, format, edit, and print documents and files. Emphasis will be placed on file management and on using Microsoft Word and Microsoft Excel to complete assignments in various classes. Proper formatting of letters, reports, term papers, graphs, and other documents will be taught during the semester.

Big Idea: Students will be introduced to effective and efficient computer use, including navigating through a PC, managing files and folders on storage devices, determining the credibility of internet websites, using Microsoft Word and Excel as tools to create a vast amount of documents and files.

Enduring Understandings:

- Proper file management is crucial, as the global environment becomes more and more dependent on the computers and technology.
- The ability to evaluate the credibility of an internet website is important.
- Microsoft Word is a word processing program that is used to create a wide variety of documents including, but not limited to resumes, letters, memos, reports, and tables.
- Microsoft Excel is a powerful spreadsheet application program that allows the user to manipulate data using formulas and tables.

Essential Questions

- What is proper file management?
- How do you evaluate the credibility of an internet website?
- What is the purpose of Microsoft Word?
- What is the most important feature of Microsoft Word?
- Why do people use Microsoft Word?
- What makes Microsoft Excel a powerful spreadsheet application?

Knowledge and Skills (what students will know and do):

- Demonstrate accurate navigation through the Windows operating system.
- Apply proper file management strategies within the Windows operating systems.
- Differentiate between Save and Save As.
- Describe the following terms and phrases: create new folder, copy, move, rename, delete.
- Use the internet effectively.
- Determine the credibility of various websites.
- Use Microsoft Word as a tool to complete assignments in various classes.
- Prepare documents using Word.

- Apply proper formatting of letters, reports, term papers, graphs, and other documents.
- Demonstrate how to use tables and graphics in Word.
- Use Microsoft Excel as a program to calculate and display data results in the form of graphs.
- Apply formulas and functions in Excel.
- Create various charts in Excel.

Standards:

- STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.
- STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.
- STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Learning Activities:

- Direct Instruction
- Discussion
- Hands-on project work
- Do Now
- Closure
- DVD/Video
- Teacher Demonstration
- Student practice (guided and independent)
- Refer to scope and sequence chart.

Assessments:

- Quizzes
- Tests
- Project work

Connections:

Cross Curricular:

- Mathematics through the application of various formulas within Excel.

- Social Studies through reading and interpreting data and information, as well as economic applications.
- Language Arts through the translation and explaining of data.

Technology:

- Use search engines, websites, and computer applications to gather and organize information and to solve problems
- Use Microsoft Word and Excel as a tool in creating documents.

Character Education (Core Values):

- The core values of honesty, respect, responsibility, kindness, and service are addressed and stressed in all business courses throughout the year.

Career:

- Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- Demonstrate critical life skills in order to be functional members of society.

Resources:

Technologies:

- Personal computers
- LCD Projector
- Smart Board
- DVD player
- Color Printer
- Black & White printer

Text:

- Johnson, Jack E., et. al. Glencoe Keyboarding with Computer Applications, Lessons 1-150.
- Glencoe/McGraw Hill: New York, 2004.
- Johnson, Jack E., et. al. Glencoe Keyboarding with Computer Applications, MS Office Professional Edition Student Manual. Glencoe/McGraw Hill: New York, 2004.

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

SEMESTER-LONG TOPICS

The computer is a tool used to create a variety of documents and files. Computer proficiency is a necessity in virtually all occupations.

FIRST QUARTER

Microsoft Word

- Navigating a PC using Microsoft Vista
- Proper file management
- Microsoft Word

SECOND QUARTER

Microsoft Excel

- Effective internet use
- Website credibility
- Microsoft Excel

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

Periodic evaluations will take place during each marking period. [During the first quarter, the instructor will explain his/her grading procedures to the class.] Students will earn a grade for each quarter. The grade will be calculated as follows: 25% for each quarter

MINIMUM PROFICIENCY

In order to pass Computer Applications for the year with the minimum grade of "D", a student must: Have a grade of 65% or greater when the 2 quarters are averaged together.

COLLEGE COMPUTER APPLICATIONS AND SYSTEMS

(previously known as Advanced Computer Applications for Business)

Subject: Computers, Computer Applications, and Operating Systems

Mission: Through the study of various business subjects, students will obtain the necessary skills to work in the business field such as interpersonal relations, multi-tasking, leadership, effective written and oral communication and the ability to work with peers in a group setting.

Course Description: This course is designed for students with well-developed computer skills. College Computer Applications and Systems is an in depth, project-based exploration of computer applications and information science. Students will define what computers and computer programs are and their use in business, industry, institutions, and government. The course discusses the terminology and use of current PC hardware and software for processing and communicating data. A full range of topics are covered including capabilities and limitations of computers, history of computers, privacy of information, ethical behavior, and the influence of computers on people and society. Through hands-on activities, students gain experience with the Windows operating system and Microsoft Office applications such as Word, PowerPoint, Excel, and Access. Students may also be exposed to computer graphics and multimedia applications such as Microsoft Publisher and Adobe Creative Suite if time permits. Students completing this course will be computer fluent. Students have the option of earning three college credits from Middlesex County College through the *Pathways to Business* partnership.

Big Idea: College Computer Applications and Systems develops the student's understanding of and skills utilizing a computer so they can operate the technology to enable them to successfully navigate through postsecondary education and their careers.

Enduring Understandings:

- Computers and the Internet have become an integral and essential part of life.
- Computers are used for communication, personal and business management activities, entertainment, and electronic commerce.
- Understanding computers and technology has become a survival skill in the 21st century, and those who continually strive to improve their skills have an advantage over those who do not.

Essential Questions:

- Why is becoming computer literate so important?
- How are computers used in various professions?
- What are some significant points in the history of the computer?
- What possibilities are presented for computers and technology in the future?
- What are some of the benefits and concerns with computers and technology, including the Internet?
- How do the components of a computer system work together?
- How can the Internet and application software be used for personal and business tasks?
- What is the importance of system software?

- Why are different operating systems used in different environments?
- How and why are networks implemented and used at home, at work, and on the Internet?
- What are some security issues related to using the Internet and computers, and what steps can be taken to protect users?
Why is it important to protect your computer and back up files?
- What is the impact of data management and information technology on citizens in the 21st century?
- How can you create and enhance documents using applications such as Microsoft Office?

Standards:

- Standard 3.2 (Language Arts Literacy; Writing): All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
 - Standard 3.3 (Language Arts Literacy; Speaking): All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
 - Standard 3.4 (Language Arts Literacy; Listening): All students will listen actively to information from a variety of sources in a variety of situations.
 - Standard 3.5 (Language Arts Literacy; Viewing and Media Literacy): All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
 - Standard 4.5 (Mathematics; Mathematical Processes): All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.
 - Standard 6.1 (Social Studies; Social Studies Skills): All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
 - Standard 8.1 (Technology, Educational Technology): All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
 - Standard 9.1 (21st-Century Life and Careers, 21st-Century Life & Career Skills): All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
 - Standard 9.3 (21st-Century Life and Careers, Career Awareness, Exploration & Preparation): All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
 - Standard 9.4 (21st-Century Life and Careers, Career and Technical Education): All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.
- STRAND D: Business, Management & Administration Career Cluster

21st Century Connections:

8.1 Technology (Education Technology)

- Use various software programs including Microsoft Word, PowerPoint, Excel, Access, and Publisher as well as Adobe Photoshop.
- Prepare and deliver presentations using the LCD projector and SmartBoard.
- Use search engines, websites, and computer applications to gather and organize information and to solve problems.
- Use digital video and still cameras for hands-on project work and creative idea brainstorming.

9.1 The 21st Century Life & Career Skills

9.2 Personal Financial Literacy

9.3 Career Awareness, Exploration, Preparation

9.4 Career Cluster Specific

- Develop the necessary computer and technology skills to succeed in postsecondary education and careers.
- Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- Demonstrate critical life skills in order to be functional members of society.

Character Education (Core Values):

- Identify moral and ethical issues that arise in school and the workplace when dealing with computers and technology.
- Recognize the importance of sound decision making, personal goals, ethics, and social responsibility.
- Gain an appreciation of individuality, integrity, responsibility, and cooperation, and accept individual differences.

Cross Curricular / Interdisciplinary:

- Language Arts Literacy through speaking, writing, listening, and media literacy.
- Mathematics through activities such as using formulas and working with Excel spreadsheets.
- Social Studies through problem solving, civics, democratic principles, and economic applications.

Knowledge and Skills

Knowledge: Students will know...

- why it is important to be computer literate.
- the fundamentals of a working computer.
- how input, output, and storage devices operate.
- how data is processed on a computer.
- the difference between system software and application software and categories of each.
- why different operating systems are used in different environments.
- the components and basic operation of data communication and networks.

- what security issues exist when using computers and the steps that should be taken to protect users.
- the importance of database and information management.
- proper rules of etiquette when using computers and the Internet.
- how to use the Internet for research and other activities.
- how and when to use various computer applications such as word processing, spreadsheets, and presentation software to create documents.

Skills: Students will be able to...

- define computer technology.
- discuss the advantages and disadvantages of using a computer.
- discuss the broad uses of computers, careers in information technology, and the ways in which technology is important for individuals, businesses, and organizations.
- explain the information processing cycle, including the role of each phase, the hardware and software involved, and their interaction.
- identify the range of hardware and software components that comprise the different classes of computer systems.
- use and describe system software including the operating system, utility programs, and file management software.
- describe the structure, function, and importance of the major types of networks, including the Internet, and the related technical and security issues.
- define information systems and analyze their purposes and functions for individuals, businesses, organizations, and governments.
- explain the meaning, importance, and effects of ethical behavior for computer users.
- use the Internet and other resources to research and collect information, and evaluate the quality of information at a web site.
- apply knowledge of standard personal computer applications (word processor, electronic spreadsheet, presentation software, and database software) to create useful documents.
- synthesize and present information found through the Internet and other resources using presentation software.

Terminology:

- Acceptable Use Policy (AUP)
- Access time
- Action buttons
- Adware
- American Standard Code for Information Interchange (ASCII)
- Analog signal
- Antivirus software
- Application software
- Arithmetic Logic Unit (ALU)
- Authentication
- AutoComplete feature
- AutoCorrect
- AutoFit
- Backup

- Bandwidth
- Banner
- Basic input/output system (BIOS)
- Binary system
- Bit
- Blog
- Bluetooth
- Boot drive
- Broadband
- Button
- Byte
- Cache
- Cathode ray tube (CRT) monitor
- Cell
- Central processing unit (CPU)
- Chip
- Command-line interface
- Computer
- Connectivity
- Control unit
- Cookies
- Copyright
- Cross-platform
- Cyberbullying
- Data
- Database
- Desktop
- Dialog box
- Digital
- Domain
- Download
- Driver
- Electronic commerce (e-commerce)
- Electronic mail (e-mail)
- Embedding
- Ergonomics
- Ethics
- Execute
- Expansion card
- Exporting
- External storage
- Fetching
- Field
- File Transfer Protocol (FTP)
- Filters

- Flash memory
- Font
- Formatting
- Form
- Function
- Gigabyte (GB)
- Graphical User Interface (GUI)
- Hacker
- Hard disk
- Hardware
- High-definition television (HDTV)
- Hot plugging
- Hyperlink
- Icon
- Importing
- Input
- Internet
- Kernel
- Keyword
- Kilobyte (KB)
- Label
- Link
- Linux
- Local Area Network (LAN)
- Machine cycle
- Malware
- Megabyte (MB)
- Memory
- Menu
- Monitor
- Motherboard
- Mouse
- Multimedia
- Native format
- Netiquette
- Network
- Object linking and embedding (OLE)
- Open source
- Operating system (OS)
- Optical character recognition (OCR)
- Output
- PDF file format
- Peripheral device
- Phishing
- Pixel

- Platform
- Plug-in
- Portal
- Primary key
- Printer
- Processor
- Productivity software
- Program
- Protocol
- Query
- Random access memory (RAM)
- Records
- Relational database
- Resolution
- Ribbon
- Router
- Search engine
- Shareware
- Shortcut
- Smart card
- Smartphone
- Social networking services
- Software
- Spam
- Speakers
- Spyware
- Storage
- Style
- Surfing
- System software
- System unit
- Telecommuting
- Template
- Terabyte (TB)
- Thumb drive
- Toolbar
- Touch screen
- Trackball
- Uniform Resource Locator (URL)
- Universal Serial Bus (USB) port
- USB flash drive

- User name
- Utility
- Value
- Virtual reality (VR)

- Virus
- Voice over IP (VoIP)
- Watermark
- Web browser
- Webcam
- Web page
- Wide area network (WAN)
- Wi-Fi
- Windows
- Wizard
- WordArt
- Workbook
- Worksheet
- World Wide Web (WWW)
- Worm
- WYSIW

Assessments (how students will show what they know):

Formative (interim)
Do Now
Unit Projects
Presentations
Case Studies
Application Exercises and Classwork
Chapter and/or Unit Tests
Quizzes

Summative (final)
Mid-term Exam
Final Exam

Course Resources:

Technologies:

Computer workstations (student and teacher) with Internet access
Computer software: Microsoft Office Suite (incl. Word, PowerPoint, Excel, Access, and Publisher), Adobe Photoshop, Internet Explorer or equivalent web browser, Faronics Labs Insight
Digital video cameras
Digital still cameras
Color printer
Black & white printer
Scanner
SmartBoard
LCD Projector
Technology-related and career-oriented videos/DVDs

Texts:

Fuller, F., and Larson, B. *Computers: Understanding Technology, 4th Edition - Introductory*. Paradigm Publishing: St. Paul, MN, 2011. ISBN: 978-0-76383-927-7 (text & CD); ISBN: 978-0-76383-926-0 (text only)

Rutkosky, N., Seguin, D., and Rutkosky Roggenkamp, A.

Marquee Series, Microsoft Office 2010 Basic Edition. EMC Publishing: St. Paul, MN, 2011. ISBN: 978-0-76384-445-5 (hardcover text & data files CD); ISBN: 978-0-76384-442-4 (hardcover text only)

Note: A softcover version of a full edition of the text is also available -- ISBN: 978-0-76383-771-6 (softcover text & CD)

Other (newspapers, magazines, journals):

Wall Street Journal, Business Week, Forbes, Fortune, Inc.

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS AND LEARNING ACTIVITIES

Direct Instruction, Case Studies, Demonstration, Independent Practice, Hands-on Project Work (including cooperative learning), Do Now, Closure, Guest Speakers, Field Trips, and Video/DVD related to the course subject matter.

FIRST QUARTER

Introduction - Introduction to the course

- Syllabus and expectations
- Pre-assessment/foundation activities

Chapter 1 (CUT) - Introduction to Computers and Understanding Technology Windows, Sections 1 & 2 (Marquee)

- Chapter 1: Our Digital World
- Windows
 - Section 1: Exploring Windows
 - Section 2: Maintaining Files and Customizing Windows
- Internet Explorer
 - Browsing the Internet Using Internet Explorer

Chapters 2 & 3 (CUT)

Internet Explorer (Marquee)

Information Processing

- Chapter 2: Input and Processing
- Chapter 3: Output and Storage

SECOND QUARTER

Microsoft PowerPoint (Marquee)

Microsoft PowerPoint

- Section 1: Preparing a Presentation
- Section 2: Editing and Enhancing Slides

Chapters 4 & 5 (CUT)

Computer Software

- Chapter 4: System Software
- Chapter 5: Application Software

THIRD QUARTER

Microsoft Word (Marquee)

Microsoft Word

- Section 1: Creating and Editing a Document
- Section 2: Formatting Characters and Paragraphs
- Section 3: Formatting and Enhancing a Document

Chapter 6 & 7 (CUT)

Networks

- Chapter 6: Telecommunications and Networks
- Chapter 7: The Internet and the World Wide Web

Microsoft Excel (Marquee)

Microsoft Excel

- Section 1: Analyzing Data Using Excel
- Section 2: Editing and Formatting Worksheets
- Section 3: Using Functions, Setting Print Options, and Adding Visual Elements

FOURTH QUARTER

Chapter 8 (CUT)

Computer Security

- Chapter 8: Security Issues and Strategies

Chapter 9 (CUT)

Microsoft Access (Marquee)

Database Management

- Chapter 9: Database and Information Management
- Microsoft Access
 - Section 1: Maintaining Data in Access Tables
 - Section 2: Creating Tables and Relationships

Integrating Programs (Marquee)

Integrating Microsoft Office Programs

- Word, Excel, Access, and PowerPoint

Notes:

"CUT" refers to chapters in *Computers: Understanding Technology* text.

"Marquee" refers to activities in *Marquee Series, Microsoft Office 2010* text.

Units of Study:

- Introduction to Computers and Understanding Technology (including Windows Vista and Internet Explorer)
- Information Processing
- Computer Software
- Networks
- Computer Security
- Database Management (including Microsoft Access)
- Microsoft PowerPoint
- Microsoft Word
- Microsoft Excel
- Integrating Microsoft Office Programs

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES

In order to receive credit for this course, students must exhibit proficiency in the topics described above.

GRADING / ASSESSMENTS

Marking period grades will be comprised of work in the following categories:

- 30% Tests
- 20% Quizzes
- 30% Projects
- 20% Classwork (includes “Do Now” activities, completion of reading and homework assignments, preparation for class, participation in discussions/group work, and on-task behavior)

Students are expected to complete all assignments, projects, quizzes, and tests each marking period in a timely fashion.

All students are required to complete a mid-term exam and a final exam.

MINIMUM PROFICIENCY

In order to pass College Computer Applications and Systems for the year with a minimum grade of a "D," a student must have a grade of 65% or higher when the four marking period grades, midterm exam, and final exam are averaged together.

Each marking period grade accounts for 20% of the overall course grade, and the mid-term exam and final exam each account for 10% of the overall course grade.

In order to earn college credit for this course, a student must be enrolled in the High School Scholars program, and receive a grade of 70% or better for the course.

CONCEPTS OF BUSINESS MANAGEMENT

Content: Business, Management

Mission: Through the study of various business subjects, students will obtain the necessary skills to work in the business field such as interpersonal relations, multi-tasking, leadership, effective written and oral communication and the ability to work with peers in a group setting.

Course Description:

This course focuses on theories, techniques, and insights from the behavioral sciences of the major areas of management. Students will explore the functions of management including planning, organizing, directing, and controlling. Concepts that apply to all levels of management are studied.

Big Idea: Management is a part of our everyday lives. The study of management is full of exploration, as we use what we have learned through experience to better our lives and the lives of others. How well we manage our lives, careers, and organizations can make a significant difference in the increasingly complex and globally diverse world in which we live.

Enduring Understandings:

- The traditional definition of management, how it has changed over time, and how we can learn from it, and apply to current concepts of management.
- Managers use the four functions of management – planning, organizing, leading, and controlling – as well as a variety of skills; technical, human relations, and conceptual.
- What the issues and/or concerns of businesses are and how they may complicate the theories of management in the future.

Essential Questions:

- What does it mean to be a manager, and what do managers do?
- What are the foundations of the theory of management, and how did the classical theories and approaches influence modern management?
- What can organizations do to maintain high standards of ethical conduct?
- What should we know about diversity in the workplace?
- What is the impact of international business and globalization on management today?
- What are the foundations for successful teamwork?
- What are the goals and objectives of planning and control?
- What are the qualities of an effective leader?
- What is the most common type of organization structures and how can it be effectively utilized?
- How has diversity affected the workplace?
- What methods do managers use to motivate employees?
- How do successful managers communicate?

Students will know the following terminology...

- 360° feedback
- Accommodation
- Accommodative strategy
- Accountability
- Active listening
- Affirmative action
- Agreeableness
- Amoral manager
- Anchoring and adjustment heuristic
- Arbitration
- Assessment center
- Autocratic leader
- Automation
- Authoritarianism
- Availability heuristic
- Avoidance
- Bargaining zone
- BCG Matrix
- Behavioral decision model
- Behaviorally anchored rating scale (BARS)
- Benchmarking
- Biculturalism
- Board of Directors
- Bona fide occupational qualifications
- Breakeven analysis
- Breakeven point
- Bureaucracy
- Business-to-Business (B2B)
- Business-to-Consumer (B2C)
- Business strategy
- Centralization
- Centralized communication network
- Certain environment
- Charismatic leader
- Classical decision model
- Coaching
- Code of ethics
- Coercive power
- Cognitive dissonance
- Cohesiveness
- Collaboration
- Collective bargaining
- Communication channel
- Comparable worth

- Competition
- Competitive advantage
- Compressed workweek
- Compromise
- Conceptual skill
- Concurrent control
- Conflict resolution
- Constructive stress
- Contingency planning
- Contingency thinking
- Contingency workers
- Controlling
- Core competencies
- Core culture
- Core values
- Corporate governance
- Corporate social responsibility
- Corporate strategy
- Cost-benefit analysis
- Cost leadership strategy
- Critical-incident technique
- Cross-functional team
- Cultural etiquette
- Cultural intelligence
- Cultural relativism
- Culture shock
- Currency risk
- Customer-driven organization
- Customer structure
- Decentralization
- Decentralized communication network
- Decision
- Defensive strategy
- Delegation
- Democratic leader
- Departmentalization
- Destructive stress
- Differentiation strategy
- Discrimination
- Distributive justice
- Distributive negotiation
- Diversification
- Divestiture
- Divisional structure
- Division of labor

- Downsizing
- Dysfunctional conflict
- E-business strategy
- Ecological fallacy
- Economic order quantity
- Emotional conflict
- Emotional intelligence
- Employee involvement team
- Empowerment
- Equal employment opportunity
- Escalating commitment
- Ethical imperialism
- Ethics
- Ethnocentrism
- Expatriate workers
- Expectancy
- Expert power
- Extinction
- Extrinsic rewards
- Extroversion
- Feedback control
- Feedforward control
- Filtering
- Flexible working hours
- Focused cost leadership strategy
- Focused differentiation strategy
- Forecasting
- Foreign subsidiary
- Formal group
- Formal structure
- Framing error
- Franchising
- Free-agent economy
- Functional chimneys problem
- Functional conflict
- Functional strategy
- Functional structure
- Fundamental attribution error
- Gain sharing
- Geographical structure
- Glass ceiling
- Globalization
- Global outsourcing
- Global sourcing
- Global strategic alliance

- Graphic rating scale
- Group process
- Groupthink
- Halo effect
- Hawthorne effect
- High-context culture
- Higher-order needs
- Human relations leader
- Human resource management (HRM)
- Human skill
- Hygiene factors
- Immoral manager
- Impression management
- Inclusivity
- Independent contractors
- Individualism-collectivism
- Individualism view
- Informal group
- Informal structure
- Information competency
- Input standards
- Instrumentality
- Instrumental values
- Integration
- Integrative negotiation
- Intellectual capital
- Interactional justice
- Interactive leadership style
- Intrinsic rewards
- Inventory control
- ISO certification
- Job burnout
- Job design
- Job discrimination
- Job enlargement
- Job enrichment
- Job migration
- Job rotation
- Job sharing
- Job simplification
- Joint venture
- Justice view
- Just-in-time scheduling
- Knowledge workers
- Labor contract

- Labor union
- Laissez-faire leader
- Law of effect
- Leadership style
- Leading
- Learning organization
- Legitimate power
- Licensing agreement
- Liquidation
- Locus of control
- Lose-lose conflict
- Low-context culture
- Lower-order needs
- Machiavellianism
- Maintenance activity
- Management by exception
- Management by objectives
- Management by wandering around (MBWA)
- Manager
- Masculinity-femininity
- Matrix structure
- Mechanistic design
- Mediation
- Merit pay
- Mission
- Mixed message
- Monochronic culture
- Moral absolutism
- Moral manager
- Moral-rights view
- Motivation
- Multicultural organization
- Multinational Corporation (MNC)
- Need
- Negative reinforcement
- Negotiation
- Network structure
- Noise
- Nonprogrammed decision
- Norm
- Objectives
- Observable culture
- Obstructivist strategy
- Open system
- Operant conditioning

- Operational plan
- Optimizing decision
- Organic design
- Organizational citizenship
- Organizational culture
- Organizational design
- Organizational subcultures
- Organization chart
- Organization structure
- Organizing
- Output standards
- Participatory planning
- Performance appraisal
- Performance-contingent reward
- Performance effectiveness
- Performance efficiency
- Performance opportunity
- Performance threat
- Planning
- Political-risk analysis
- Polychronic culture
- Positive reinforcement
- Power distance
- Prejudice
- Proactive strategy
- Procedural justice
- Process reengineering
- Product structure
- Profit sharing
- Programmed decision
- Progressive discipline
- Projection
- Protectionism
- Proxemics
- Punishment
- Quality circle
- Quality of work life
- Recruitment
- Referent power
- Relationship goals
- Representativeness heuristic
- Restructuring
- Retrenchment strategy
- Reward power
- Risk environment

- Satisficing decision
- Satisfier factors
- Scenario planning
- Sarbanes-Oxley Act
- Scientific management
- Selection
- Selective perception
- Self-fulfilling prophecies
- Self-management
- Self-managing team
- Self-serving bias
- Servant leadership
- Shamrock organization
- Shaping
- Skill-based pay
- Socialization
- Social loafing
- Social responsibility audit
- Span of control
- Spotlight questions
- Stock options
- Strategic plan
- Stretch goals
- Strong cultures
- Substance goals
- Substantive conflict
- Subsystem
- Supply chain management
- Sustainable development
- SWOT analysis
- Synergy
- System
- Systematic thinking
- Task activity
- Task force
- Team structure
- Technical skill
- Telecommuting
- Terminal values
- Theory X
- Theory Y
- Time orientation
- Total quality management (TQM)
- Transactional leadership
- Transformational leadership

- Transnational corporation
- Type A personality
- Uncertain environment Uncertainty avoidance
- Utilitarian view
- Valence
- Value-based management
- Value chain
- Vertical integration
- Virtual organization
- Virtual team
- Virtuous circle
- Win-lose conflict
- Win-win conflict
- Whistleblowers
- Workforce diversity
- Workplace privacy
- Workplace rage
- World Trade Organization (WTO)
- Zero-based budget
-

Knowledge and Skills (what students will know and do):

Knowledge:

- Students will know the classical theories of management and how they have influenced the workplace today.
- Students will be able to identify the goals and objectives of the four functions of management, and key skills and traits of effective managers.
- Students will know the major elements of the workplace today – globalization, teams, diversity, etc. – and how they have changed the modern day work environment.
- Students will be able to engage themselves in meaningful discussions and applications of management topics.
- Students will be able to analyze and apply principles in many scenarios and dilemmas of management (e.g. SWOT analysis).

Skills:

- Define management.
- Describe what organizations are.
- Identify and distinguish among the four principle functions of management.
- Describe the three types of skills necessary for managers and non-managers.
- Trace the historical evolution of management thought.
- Explain how organization culture and the components of the external environment impact on managers.
- Explain why the global environment is becoming more competitive and the way in which global organizations operate.
- Describe the concept of social responsibility and the way organizations can promote socially responsible behavior.

- Explain how ethics help managers determine the right way to behave.
- Define diversity and explain why management of diverse employees is both an ethical issue and a means to improve organization efficiency and effectiveness.
- Describe the steps managers should take to make the most effective decisions.
- List and describe the advantages and disadvantages of group decision making.
- Describe the steps in the planning process.
- Differentiate between traditional objective setting and management by objective process.
- Identify the major forecasting methods.
- Describe the organizational structures managers can design.
- Compare and contrast “tall and flat” organization structures.
- Describe the Human Resource Management process.
- Explain why performance appraisal and feedback are important.
- Explain what motivation is and why managers need to be concerned about it.
- Describe the theoretical approaches to motivation.
- Explain the role money plays as a motivator.
- Describe the trait and behavioral models of leadership.
- Describe the relationship between gender and leadership.
- Explain the contingency models of leadership.
- Explain the importance of groups and teams in an organization.
- Describe key elements of group behavior.
- Describe the communication process.
- Identify behaviors that make managers effective communicators.
- Identify communication skills managers need.
- Describe conflict management strategies.
- Identify the main steps in the organizational change process.
- Define organizational control.
- Describe the control process.

Standards:

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- 3.3 (Language Arts Literacy; Speaking): All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- 3.4 (Language Arts Literacy; Listening): All students will listen actively to information from a variety of sources in a variety of situations.
- 3.5 (Language Arts Literacy; Viewing and Media Literacy): All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
- 6.1 (Social Studies; Social Studies Skills): All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
- 6.2 (Social Studies; Civics): All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
- 6.5 (Social Studies; Economics): All students will acquire an understanding of key economic principles.

- 8.1 (Technological Literacy; Computer and Information Literacy): All students will use computer applications to gather and organize information and to solve problems.
- 9.1 (Career Education and Consumer, Family, and Life Skills; Career and Technical Education): All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- 9.2 (Career Education and Consumer, Family, and Life Skills; Consumer, Family, and Life Skills): All students will demonstrate critical life skills in order to be functional members of society.

Learning Activities:

Direct Instruction

Case Studies

Simulation activities

Hands-on project work (incl. cooperative learning)

Do Now

Closure

Guest speakers

Field trips

Video/DVD

Refer to scope and sequence chart.

Assessments:

Quizzes after each chapter

Unit tests

Case studies

Unit projects (incl. research papers)

Application exercises (classwork)

Connections:

Cross Curricular:

- Language Arts Literacy through speaking, writing, listening, and media literacy.
- Social Studies through problem solving, civics, democratic principles, and economic applications

Technology:

- Use search engines, websites, and computer applications to gather and organize information and to solve problems
- Use digital video and still cameras for hands-on project work and creative idea brainstorming.

Character Education (Core Values):

- Recognize the importance of sound decision making, personal goals, and financial well-being.
- Gain an appreciation of individuality, integrity, responsibility, cooperation, and accept individual differences.

Career:

- Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- Demonstrate critical life skills in order to be functional members of society.

Resources:

Technologies:

- Computer workstations (student and teacher)
- Digital video cameras
- Digital still cameras
- Color printer
- Black & white printer
- SmartBoard
- LCD Projector
- “CEO Exchange” DVD series
- Management biographies on DVD
- Career-oriented videos/DVDs
- Management Video Program (from textbook publisher)
- <http://www.wiley.com/college/schermerhorn> (textbook companion website)

Text: *Exploring Management in Modules*, John R. Schermerhorn, John Wiley & Sons

Other Resources (newspapers, magazines, journals): *Wall Street Journal*, *Business Week*, *Forbes*, *Fortune*, *Inc.*

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR-LONG TOPICS

Case studies related to the unit subject matter

FIRST QUARTER

Modules 1, 2, 3

Unit 1: Introduction to Management

- Our New Workplace
- The Management Process
- Management Learning

Modules 4, 5

Unit 2: Ethics

- Ethics and Ethical Behavior
- Social Responsibility and Governance

SECOND QUARTER

Modules 6, 7, 18

Unit 3: Diversity & International Business

- Diversity and Global Cultures
- Globalization and International Business
- Individual Behavior

Modules 21, 22

Unit 4: Teamwork

- Teams and Teamwork
- Conflict and Negotiation
-

THIRD QUARTER

Modules 9, 10, 11, 12

Unit 5: Planning and Control

- Managers as Decision Makers
- Plans and Planning Techniques
- Controls and Control Systems
- Strategic Management

Modules 13, 14, 15

Unit 6: Organizational Structures

- Organizational Structures
- Organizational Design and Culture
- Human Resource Management

FOURTH QUARTER

Modules 16, 17

Unit 7: Leadership and Communication

- Leadership
- Communication

Modules 19, 20

Unit 8: Motivation

- Motivation
- Motivational Dynamics

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

Periodic evaluations will take place during each marking period. During the first marking period, the instructor will explain his/her grading procedures to the class. Students will earn a grade for each marking period. The grade for the course will be calculated as 25% for each marking period.

MINIMUM PROFICIENCY

In order to pass Concepts of Business Management for the year with the minimum grade of “D,” a student must have a grade of 65% or greater when the four marking period grades are averaged together as stated above.

In order to earn college credit, a student must be enrolled in the High School Scholars program and receive a grade of a 70% or better.

Grades are determined as follows:

- Quizzes – 15%
- Unit Tests – 25%
- Unit Projects – 25%
- Case Studies – 15%
- Classwork – 15%
- Do Nows / Participation – 5%

ENTREPRENEURSHIP

Content: Entrepreneurship

Mission: “Just Do It!”

Course Description: Learn what is involved to start and operate a successful business by understanding the issues as an owner and customer. Students will discuss current events as they relate to the ideas and concepts of starting their own business. This is a hands-on, activity-based course in which students formulate a simplified business plan and learn how new businesses are created. Research activities will take place on various entrepreneurs from small business owners to professional media magnates. Entrepreneurs from local businesses will speak on the realities of operating an enterprise and share their personal experiences as business owners when available.

The Awesome Idea: Entrepreneurship provides the foundation upon which students may prepare to launch and own a business.

Enduring Understandings:

- Identify entrepreneurial opportunities and set goals for entrepreneurial endeavors.
- Understand the personal characteristics of successful entrepreneurs.
- How to determine a legal form of business ownership.
- Understand the seven components of a business plan and why it is essential to a business' success.
- Gain an understanding of how target markets and competitors affect the marketing strategy

Essential Questions:

- What is an entrepreneur and is entrepreneurship right for you?
- How do you identify entrepreneurial opportunities in our market economy and turn entrepreneurial ideas into a business?
- Why is a business plan important and how is an effective business plan developed?
- How do you perform the necessary research in order to identify competition and target markets?

Students will know the following terminology...

- Advertising
- Aptitude
- Asset
- Board of directors
- Business Plan
- Competition
- Corporation
- Cover Letter
- Customers
- Demographics

- Dividends
- Employees
- Entrepreneur (ship)
- Focus group
- Franchise
- Franchise fee
- Incorporated
- Liability
- Market segmentation
- Operating expenses
- Partnership
- Primary data
- Pro forma financial statements
- Psychographics
- Royalty fees
- Secondary data
- Self-assessment
- Sole proprietorship
- Start-up costs
- Share of stock
- S corporation
- Target market
- Trade associations
- Trade show
- Valuator

Knowledge and Skills:

Studying entrepreneurship will help students identify business ideas, opportunities, and careers available for the twenty-first century.

- A business plan is an essential element of successful entrepreneurial endeavors.
- Identify and meet a market need.
- The fundamentals of the marketing mix and marketing plan.
- Select a type of business ownership: sole proprietorship, partnership, and corporation.
- Identify characteristics of successful entrepreneurs.
- Describe advantages and disadvantages of owning a business.
- Explore the growth trends, future opportunities, and challenges of the twenty-first century entrepreneur.
- Describe the advantages and disadvantages of different forms of business ownership.
- Develop a new business plan.
- Identify target markets.
- Design a marketing plan and promotional campaign.

Standards:

- STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

- STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.
- STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
- STANDARD 6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
- STANDARD 6.5 (Economics) All students will acquire an understanding of key economic principles.
- STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.
- STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Learning Activities:

Direct Instruction
 Cooperative Learning
 Discussion
 Text activities
 Hands-on project work,
 Do Now
 Closure
 Video/DVD
 Refer to scope and sequence chart.

Assessments:

45% Tests/Quizzes
 45% Projects/Assignments including group work
 10% Class Participation/Homework (includes attendance, “Do Now” activities, completion of reading assignments, preparation for class, participation, discussions and activities, and classroom behavior)

**Note: Tests and Projects count with double-weighting within their respective categories.*

Connections:

Cross Curricular:

- (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

- (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- (Viewing and media literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.
- (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
- (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
- (Economics) All students will acquire an understanding of key economic principles.
- (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.
- (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Technology:

- STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- Computer word documents, Excel spreadsheets, Internet research.

Character Education (Core Values):

- (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

Career:

- STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Resources:

Course Resources (internet sites or specific software):

The course relies heavily on the internet as supplemental resources. The list below is a sampling of the internet sites to be used throughout the school year.

Course Websites to be utilized throughout the school year

- Google.com
- Ask.com
- Endeavor.org
- Businessweek.com
- Entrepreneur.com
- Msnbc.com
- Cnn.com
- Entrepreneurship.gov

Course Resources (DVD):

- Entrepreneur Biography DVDs

Course Resources (Equipment, video cameras, tools):

- Personal computers
- DVD player
- Digital cameras
- Video cameras
- Color Printer
- Black & White printer

Course Resources (printed materials):

Text- Greene, Cynthia L., *Entrepreneurship*, 2nd ed. (South Western, 2004) ISBN: 0-538-43600-X

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

FIRST QUARTER

Topics Addressed in Curriculum

- Identify Entrepreneurial Opportunity
Characteristics of Successful Entrepreneurs
- Forms of Business
- What is an entrepreneur and is entrepreneurship right for you?
- How do you identify entrepreneurial opportunities in our market economy and turn entrepreneurial ideas into a business?

SECOND QUARTER

Topics Addressed in Curriculum

- Seven Components of a Business Plan
- Target Markets, Competition, and the Marketing Strategy
- Why is a business plan important and how is an effective business plan developed?
- How do you perform the necessary research in order to identify competition and target markets?

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

Periodic evaluations will take place during each marking period. During the first marking period the instructor will explain his/her grading procedures to the class. Students will earn a grade for each marking period, midterm exam. Their final grade will be calculated as follows:

45% Tests/Quizzes

45% Projects/Assignments including group work

10% Class Participation/Homework (includes attendance, “Do Now” activities, completion of reading assignments, preparation for class, participation in discussions and activities)

25% for each marking period

MINIMUM PROFICIENCY

In order to pass entrepreneurship for the year with the minimum grade of “d” a student must:

- Have a grade of 65% or greater when the 2nd marking period grades are calculated

GLOBAL BUSINESS

Content: Students will study the various aspects of the business world, including but not limited to marketing, management, legal procedures, distribution, formation of a business, social and cultural adaptation, and economics as it pertains to the global business economy.

Course: Students, with a previous background in the world of business, will learn how to adapt the knowledge that they have previously attained and apply it to a global business world.

Mission: Through the study of various business subjects, students will obtain the necessary skills to work in the business field such as interpersonal relations, multi-tasking, leadership, effective written and oral communication and the ability to work with peers in a group setting.

Course Description: This course focuses on the basics of international business such as cultural, political, and social similarities and differences on a global basis. Some of the concepts to be explored are consumer behavior, market segmentation, the marketing process, foreign distribution, advertising and selling, international career planning, technology in global business, organized labor and the challenges of multinational enterprises.

Big Idea: In order to operate in a global economy, you must be well-prepared, extensively researched and adaptive in your approach.

Enduring Understandings:

- International Business allows nations to trade products to better both nations.
- International Business eliminates the need for nations to be domestically dependent.
- International Business can only succeed when there is political stability.
- International Business cannot be achieved with trade barriers in place.
- International Business must carefully align itself with cultural and social factors.
- International Business must carefully consider all legal aspects of business in foreign lands.
- International Business involves taking advantage of unexplored opportunities.
- International Business is heavily influenced by the factors of production: land, labor, and capital.
- International Business allows nations to take advantage of the strengths and overcome their weaknesses.
- International Business can be both beneficial and detrimental to domestic interests and workers.
- Governments can engage in activities that encourage or discourage international business.
- International Business is epitomized by the Multi-national Corporation that operates around the globe, conducting business in multiple countries.
- International Business can be performed on many different levels with varying degrees of risk involved.
- All countries' economic wealth is based on its balance of trade with other nations.
- International Business heavily influences the value of a country's currency by influencing the demand for that currency.
- International Business is an expensive undertaking that must be well financed.

- International Business requires a well-researched business plan.
- International Business requires a highly adaptive approach in management, marketing and planning.
- International Business requires global communication and high precision electronic and computer equipment.

Essential Questions:

- Should all nations choose to engage in international business?
- Should all businesses engage in international business?
- What factors of production must be evaluated the most before engaging in international business?
- Should a successful domestic business want to expand into international business?
- Why would a government want to (or not want to) perform activities that involve protectionism?
- How can a country's economic status be affected by engaging in, or refraining from, international business?
- Is global dependency a positive or negative aspect for a nation?
- How is a nation's balance of trade and foreign currency exchange affected by its international business activity?
- Is it possible to do international business in all countries?
- Can every cultural and social barrier be overcome by proper international business techniques?
- Is international business worth the financial risk of the unknown variables that will be involved?
- Should an international business hire workers from its own domestic nation, or from the nation of the business's location?
- Should an international business try to force its culture into its product, or adapt its product to the new nation's culture?
- Should an international business respect the social and cultural aspects of the country it is located in, or continue to do business the way it was performed in its host country?

Students will know the following terminology:

Unit 1 – Chapters 1-4

- Imports & Exports
- Global Dependency
- Trade Barriers
- Domestic Business
- International Business
- Balance of Trade
- Factors of Production
- GDP and GNP
- Market vs. Command Economy
- Culture and Culture Shock
- Quota, Boycott & Embargo
- Protectionism
- Free trade

- Nationalism
- Host country vs. Home country
- Expropriation

Unit 2 – Chapters 5 - 8

- Corporation
- Direct vs. indirect exporting
- Foreign Direct Investment
- Multinational Corporation
- Wholly-owned subsidiary
- Licensing
- Balance of Payments
- Customs
- Certificate of Origin
- Exchange Rate
- International Monetary Fund
- World Bank
- Trade credit
- Intellectual property
- Litigation, arbitration, and mediation
- Product Liability
- International Court of Justice

Unit 3 – Chapters 9, 11, 14, 15

- Balance Sheet
- Business Plan
- Marketing Plan
- Fixed vs. Variable Costs
- Income Statement
- Gross Profits
- Cash flow
- Breakeven point
- Ethnocentric approach
- Geocentric approach
- Employment forecasting
- Centralization vs. Decentralization
- Global Information Systems
- Inventory Control
- Operations Management
- Total Quality Control

● Unit 4 – Chapters 16 – 19

- Demographics
- Distribution
- Marketing Mix
- Market Segment

- Price, Product & Promotion
- Target Market
- Qualitative vs. Quantitative Research
- Product Life Cycle
- Focus Group
- Brand Name
- Test Market
- Distribution Channel
- Dumping
- Intermediary
- Retailer vs. Wholesaler
- Markup
- Agent
- Advertising
- Push vs. Pull promotions
- Database marketing
-
- Promotional Mix

Knowledge and Skills (what students will know and do):

- All nations benefit from International Business
- Many factors contribute to successful International Business
- International Business activities are managed by each country's government
- International Business is influenced by the factors of production available to each nation
- International Business allows countries to benefit from their strengths
- International Business allows countries to overcome their weaknesses
- International Business both benefits and compromises domestic business interests
- International Business always involves some level of risk
- International Business requires global communication and high precision electronic equipment
- International Business is influenced by the value of the country's currency

Standards:

Standard The 21st Century Life & Career Skills

- Standard 3.1.12 D. Fluency
 - Read developmentally appropriate materials at an independent level with accuracy and speed.
- Standard 3.1.12 F. Vocabulary and Concept Development
 - Use knowledge of root words to understand new words.
Apply reading vocabulary in different content areas.
- Standard 3.1.12 G. Comprehension Skills and Response to Text
 - Identify, describe, evaluate, and synthesize the central ideas in informational texts
- Standard 3.1.12. H. Inquiry and Research
 - Select appropriate electronic media for research and evaluate the quality of the information received
- Standard 3.2.12 C. Mechanics, Spelling and Handwriting
 - Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.
- Standard 3.2.12. D. Writing Forms, Audience, and Purpose
 - Employ the most effective writing formats and strategies for the purpose and audience
- Standard 3.3.12. D. Oral Presentation
 - Speak for a variety of purposes
 - Use a variety of organization strategies
 - Demonstrate effective delivery strategies
- Standard 4.4.12. A. Data Analysis
 - Evaluate the use of data in real-world contexts.
- Standard 4.5. E. Representations
 - Create and use representations to organize, record, and communicate mathematical ideas.
- Standard 4.5. F. Technology
 - Use technology to gather, analyze and communicate mathematical information.
 - Use computer spreadsheets, software and graphing utilities to organize and display quantitative information.
- Standard 6.1.12. A. Social Studies Skills
 - Analyze how historical events shape the modern world.
- Standard 6.2.12. E. International Education: Global Challenges, Cultures and Connections
 - Discuss how global interconnections can have both positive and negative consequences
- Standard 6.5.12. A Economic Literacy
 - Explain and Interpret economic indicators such as GDP. CPI and economic growth.
 - Analyze the impact of supply and demand on market adjustments and prices
 - Define basics terms associated with international trade such as imports, exports, quotas, embargoes, tariffs and free trade.
 - Explain how exchange rates affect purchasing power of people in the US.

- Standard 6.5.12. B. Economics and Society
 - Evaluate international trade principles and policies.
 - Analyze labor and environmental issues affecting American citizens raised by economic globalization and free trade pacts.
 - Evaluate the activities and impact in various countries of major international institutions including the World Bank and International Monetary Fund, and the World Trade Organization.
- Standard 8.1.12. A. Basic Computer Skills and Tools
 - Construct a spreadsheet, enter data, use mathematical functions to process data, generate charts and graphs, and interpret the data.
 - Produce a multimedia project using text, graphics, moving images and sound.
 - Develop a document or file for inclusion into a website or web page.
- 8.1.12. B. Application and Productivity Tools
 - Social Aspects
 - Information Access and Research
 - Problem Solving and Decision Making
- Standard 8.2.12. C. Systems in the Designed World
- Standard 9.1.12. A. Career Awareness and Preparation
- Standard 9.1.12. B. Employability Skills

Learning Activities:

- Direct Instruction
- Cooperative Learning
- Discussion
- Hands-on Project Work
- Case Studies
- Do-Now Activities
- Closure Activities
- Refer to scope and sequence chart.

Assessments:

- Unit Tests
- Chapter Quizzes
- Individual projects
- Homework
- Class work
- Do-Now Assignments
- Closure Assignments
- Group Projects

Connections:

Cross Curricular: The communication skills developed by presenting projects to the class are transferable skills that can be adapted to any curricular area.

Technology: Students will learn to research information on other nations, as well as understand how to create presentations through the use of several software packages.

Character Education (Core Values): Students will have a better understanding of other nations and the culture of those nations as they learn more political, social, and economic information about those nations.

Career: Students will increase their knowledge of the business world and what is involved in an international business.

Resources:

Technologies: Computer Lab, Computers, Overhead projector, Library Reference Materials

Text: International Business, 3E Thompson - Southwestern

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR-LONG TOPICS

Should a nation get involved in international business?

What cultural, political, social and economic factors will affect a countries' ability to successfully engage in international business?

What business would be most successful in each country?

What factors will lead to success (or failure) in international business?

FIRST QUARTER

Unit 1

The World of International Business

Chapter 1 – We Live in a Global Economy

Chapter 2 – Our Global Economy

Chapter 3 – Cultural Influences on Global Business

Chapter 4 – Government and Global Business

SECOND QUARTER

Unit 2

Organizing for International Business

Chapter 5 – Structures of International Business Organizations

Chapter 6 – Importing, Exporting and Trade Relations

Chapter 7 – Foreign Exchange and International Finance

Chapter 8 – Legal Agreement Around the World

THIRD QUARTER

Unit 3

Managing in a Global Environment

Chapter 9 – Global Entrepreneurship and Small Business Management

Chapter 11 – Human Resources Management

Chapter 14 – Information Needs for Global Activities

Chapter 15 – Production Systems for Global Business

FOURTH QUARTER

Unit 4

Marketing in a Global Economy

Chapter 16 – Global Marketing and Consumer Behavior

Chapter 17 – Developing Goods and Services for Global Markets

Chapter 18 – Global Pricing and Distribution Strategies

Chapter 19 – Global Promotional Strategies

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

Complete all tests and assignments in each marking period

Complete a midterm and final assessment during midterms and finals week

MINIMUM PROFICIENCY

Students must obtain a minimum of 65% average for the year

- Students must have a passing unit test average for the year
- Students will participate in a minimum of one group project per marking period
- Students will be asked to work with every classmate at least one during the group project assignments

INTRODUCTION TO MARKETING

Content: Marketing

Mission: Through the study of various business subjects, students will obtain the necessary skills to work in the business field such as interpersonal relations, multi-tasking, leadership, effective written and oral communication and the ability to work with peers in a group setting.

Course Description: Students experience marketing everyday through billboards, television commercials, and even in the cereal aisle at the grocery store. Introduction to Marketing uses engaging presentations and hands on projects to present concepts that will give students the ability to recognize how much marketing principles play a role in their daily lives.

Big Idea: Through the study of marketing students will be able to understand and apply marketing concepts to their daily lives. They will be able to recognize and understand the significance of marketing in the world around them.

Enduring Understandings:

- Marketing affects everyday life
- Marketing is continually growing and changing due to technology.
- Marketing is a key component to the success of any product or service.
- Public relations is an important component of the promotional mix.
- The four elements of marketing – product, price, place, and promotion – are called the marketing mix, or the four P's.
- There are several techniques that help make strategic planning effective.
- Discuss corporate social responsibility.
- Technology has changed the way an advertising firm operates on a daily basis as well as on a larger scale.
- Understanding the global market is an important function of a good marketer.
- Knowing the consumer and their decision making process is an integral part of marketing a product.

Essential Questions:

- Which of the 4 P's of marketing is the most important?
- Why is marketing important to the success of a product or service?
- What is the most important part of a print advertisement?
- What types of print advertisements are most effective?
- What is the role of public relations in the promotion mix?
- How can you advertise a product or service in an ethical manner?
- What is the impact of technology on advertising firms?
- What are concerns of global marketing?
- What is the best approach for advertising a service?

Students will know the following terminology...

- Market Orientation
- Marketing
- Marketing Concept
- Production Orientation
- Relationship Marketing
- Sales Orientation
- Societal Marketing Orientation
- Teamwork
- Customer Satisfaction
- Customer Value
- Empowerment
- Exchange
- Cash Cow
- Competitive Advantage
- Control
- Cost Competitive Advantage
- Diversification
- Dog
- Environmental Scanning
- Evaluation
- Experience Curves
- Four P's
- Implementation
- Market Development
- Market Opportunity Analysis
- Market Penetration
- Marketing Audit
- Marketing Mix
- Marketing Myopia
- Marketing Objective
- Marketing Plan
- Marketing Planning
- Marketing Strategy
- Mission Statement
- Niche Competitive Advantage
- Planning
- Portfolio Matrix
- Problem Child
- Product Development
- Star
- Strategic Business Unit
- Strategic Planning
- Sustainable Competitive Advantage
- SWOT Analysis
- Casuist Ethical Theory

- Cause-Related Marketing
- Code of Ethics
- Corporate social responsibility
- Deontological Ethical Theory
- Ethics
- Foreign Corrupt Practices Act
- Utilitarian ethical theory
- Morals
- Moral Relativists
- Pyramid of corporate social responsibility
- Stakeholder theory
- Sustainability
- Virtue
- Applied research
- Baby Boomers
- Basic Research
- Component Lifestyles
- Consumer Product Safety Commission
- Demography
- Environmental Management
- Food and Drug Administration
- Generation X
- Generation Y
- Inflation
- Recession
- Target Market
- Dumping
- Export Broker
- Exporting
- Joint Venture
- Licensing
- North America Free Trade Agreement
- World Bank
- World Trade Organization
- Floating Exchange Rates
- Global Marketing
- Global Vision
- Capital Intensive
- Countertrade
- Direct Foreign Investment
- Aspirational Reference Group
- Consumer Behavior
- Consumer Decision making process
- Need recognition
- Motive

- Opinion Leader
- Reference Group
- Selective Distortion
- Selective Retention
- Accessory Equipment
- Business Marketing
- Derived Demand
- Disintermediation
- Joint Demand
- Keiretsu
- Raw Materials
- Agents and Brokers
- Channel Members
- Intensive Distribution
- Selective Distribution
- Exclusive Distribution
- Cooperative Relationship
- Wholesalers
- Retailer
- Customer Integration
- Supply Chain
- Supply Chain Management
- Inventory Control System
- Customer Relationship Management
- Public Relations
- Cause-Related Marketing
- Product Placement
- North American Industry System
- Reciprocity
- Straight Rebuy
- Reinter mediation
- Benefit Segmentation
- Concentrated Target Marketing
- Demographic Segmentation
- 80/20 Principle
- Family Life Cycle
- Market Segment
- One-to-one marketing
- Product Differentiation
- Repositioning
- Target Market
- Usage-rate segmentation
- Behavioral Targeting
- Focus Group
- Closed-ended question

- Convenience Sample
- Database marketing
- Group Dynamics
- Marketing Research
- Primary Data
- Random Sample
- Sampling
- Secondary Data
- Brand
- Brand Equity
- Brand Loyalty
- Brand Mark
- Brand Name
- Cobranding
- Generic Product
- Product Mix
- Trademark
- Specialty Product
- Brainstorming
- Commercialization
- Decline Stage
- Growth Stage
- Introductory Stage
- Maturity Stage
- Product Life Cycle
- Test Marketing
- Screening
- Non profit organization
- Mass Customization
- Core Service
- Online Retailing
- Factory Outlet
- Franchise
- Gross Margin
- Direct Marketing
- Product Offering
- Retailing Mix
- Telemarketing
- Encoding
- Decoding
- Promotional Strategy
- Pull Strategy
- Push Strategy
- Integrated Marketing Communications
- Advertising

- Cooperative Advertisin

Knowledge and Skills (what students will know and do):

- Describe the four major marketing management philosophies.
- Discuss the external environment of marketing and explain how it affects a firm.
- Explain the importance of marketing research to marketing decision making process.
- Describe the steps involved in conducting marketing research.
- List the steps involved in segmenting markets.
- Describe the role of the internet in business marketing
- Explain the importance of developing new products and describe the six categories of new products
- Explain the product life cycle.
- Describe marketing uses of packaging and labeling.
- Discuss the role of promotion in the marketing mix.
- Discuss the effects of advertising on market shares and consumers.

State Standards:

- STANDARD 3.2 (Writing) All students will write clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that content and form for different audiences and purposes.
- STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations
- STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.
- STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
- STANDARD 6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
- STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.
- STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Learning Activities:

- Direct Instruction
- Cooperative Learning
- Discussion
- DVD/Video
- Hands-on Project Work
- Case Studies

- Do Now Activities
- Closure Activities

Assessments:

- Class Participation
- Chapter Tests
- Power Point Projects
- Chapter Projects
- Homework
- Class work
- Case Studies
- Do-Now Assignments
- Closure Assignments
- Review Assignments

Connections:

Cross Curricular: Students will study appropriate business practices and ethics related to selling different products and services; as well as how the marketing

Technology: Students learn to research topics in marketing through the use of technology. Students will create advertisements, marketing plans, and other important pieces using the computer and printers.

- STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems

Character Education (Core Values): The core values of honesty, respect, responsibility, kindness, and service are addressed and stressed in all business courses throughout the year.

Career: The following standards are addressed:

- STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Resources:

Technologies: Computer Lab, Library Reference Materials, SMART Board

Text: Marketing 10e: Cengage

SCOPE AND SEQUENCE

YEAR-LONG TOPICS

The Four P's

Global Marketing

Channels of Marketing

Consumer Behaviors
Business Ethics

FIRST QUARTER

Part 1

- Ch 1 An Overview of Marketing
- Ch 2 Strategic Planning for Competitive Advantage
- Ch 3 Ethics and Social Responsibility
- Ch 4 The Marketing Environment
- Ch 5 Developing a Global Vision

SECOND QUARTER

Part 2

(plus Ch 10)

- Ch 6 Consumer Decision Making
- Ch 7 Business Marketing
- Ch 8 Segmenting and Targeting Markets
- Ch 9 Decision Support Systems and Marketing Research
- Ch 10 Product Concepts

THIRD QUARTER

Chapter 11 – Chapter 15

- Ch 11 Developing and Managing Products
- Ch 12 Services and Nonprofit Organization Marketing
- Ch 13 Marketing Channels
- Ch 14 Supply Chain Management
- Ch 15 Retailing

FOURTH QUARTER

Part 5

- Ch 16 Promotional Planning for Competitive Advantage
- Ch 17 Advertising and Public Relations
- Ch 18 Sales Promotion and Personal Selling

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASESSEMENTS

Periodic evaluations will take place during each marking period. [During the first quarter, the instructor will explain his/her grading procedures to the class.] Students will earn a grade for each quarter. The grade will be calculated as follows: 25% for each quarter

MINIMUM PROFICIENCY

Students must obtain a 65% average for the year: Have a grade of 65% or greater when the 4 quarters are averaged together.

INTRODUCTION TO BUSINESS

Content: Business

Mission: Through the study of various business subjects, students will obtain the necessary skills to work in the business file such as interpersonal relations, multi-tasking, leadership, effective written and oral communication and the ability to work with peers in a group setting.

Course Description: In this introductory survey course, students will be exposed to major segments of the business environment in order to spark their interest of further study in business education. Students will gain a wide array of business experiences ranging from starting a business to marketing and financing a business venture. Students will study the interrelationships between economics, entrepreneurship, management, marketing/advertising, credit, personal finance, and career planning.

Big Idea: Introduction to Business provides the broad-based business knowledge and skills that every worker in all industries should know.

Enduring Understandings:

- Economic activity affects everyday life.
- You need to understand business ownerships and operations before starting a business.
- To be a successful manager, you must be a leader, an effective communicator, and a team player.
- Being a consumer – a person who selects, purchases, uses, and disposes of goods and services – is difficult when you have many choices; therefore it is important to be aware of ways to be a smart consumer.
- The four elements of marketing – product, price, place, and promotion – are called the marketing mix, or the four P's.
- It is never too early to begin planning for your career.
- Credit can enhance your life if used properly, or it can cause major problems if used improperly.
- Budgeting, saving, and investing affects everyday life and the future.

Essential Questions:

- How do economics affect the business environment?
- Why do entrepreneurs take the initial risk in starting a business?
- What is the difference between a manager and a leader?
- What is a smart consumer?
- Why is marketing important?
- What is the difference between a job and a career?
- Why is credit important?
- Why is it so critical to learn proper money management techniques?

Students will know the following terminology...

- Advertising
- Annual percentage rate
- Aptitudes
- Bait and switch
- Blue chip stocks
- Brand name
- Broker
- Budget
- Budget deficit
- Budget surplus
- Business
- Business cycle
- Business ethics
- Canceled checks
- Capital gain
- Capital loss
- Capital resources
- Career
- Certificate of deposit (CD)
- Charge account
- Check register
- Clearance sale
- Command economy
- Commercial credit
- Common stock
- Compensation
- Competition
- Compound interest
- Conservation
- Consumer
- Consumer credit
- Consumer movement
- Consumer rights
- Cooperative
- Corporation
- Cover letter
- Credit limit
- Credit rating
- Creditor
- Debit card
- Debtor
- Deductions
- Deflation
- Delegating

- Demand
- Demand deposits
- Democratic leadership
- Demographics
- Depression
- Direct/indirect distribution
- Dividends
- Down payment
- Economics
- Entrepreneur
- Entrepreneurial resources
- Entrepreneurship
- Equilibrium price
- Ethics
- Factors of production
- Finance charge
- Fixed expenses
- Franchise
- Fraud
- Generic products
- Goods
- Grace period
- Gross domestic product (GDP)
- Gross pay
- Human relations
- Human resource management
- Human resources
- Income
- Inflation
- Infomercial
- Interest
- Intermediary
- Investing
- Job description
- Job interview
- Job interview
- Leadership
- Limited liability
- Liquidity
- Loss leaders
- Manufacturers
- Market
- Market economy
- Market research
- Marketing

- Mass media
- Mixed economy
- Money management
- Money market fund
- Mutual fund
- National debt
- Natural resources
- Needs
- Net pay
- Nonprofit organization
- Organizational chart
- Orientation
- Partnership
- Preferred stock
- Processor
- Producer
- Profession
- Profit
- Profit
- Promotion
- Promotional sale
- Prosperity
- Qualifications
- Recession
- Recovery
- Recruitment
- Recycling
- Reference
- Resource
- Retailer
- Retailer
- Risk taker
- Savings
- Scarcity
- Separation
- Services
- Signature card
- Skills
- Small business
- Social responsibility
- Sole proprietorship
- Speculative stocks
- Standard of living
- Stock
- Stock

- Stock exchange
- Stop payment
- Supply
- Targeting marketing
- Trade
- Trade
- Unit price
- Unlimited liability
- Virtual business or dot-com company
- Wants
- Warranty
- Wholesaler
- Wholesaler
- Withholdings
- Yield

Knowledge and Skills (what students will know and do):

- Businesses satisfy people's basic needs all the way to their lavish wants.
- State the differences between wants and needs, and identify business activities used to satisfy wants and needs.
- Understanding economic resources and systems is essential to lessening economic problems.
- Explain scarcity, the four factors of production, and market and command economies.
- Identify how economic activity is measured, and list the four phases of the business cycle.
- Entrepreneurships and small businesses bring vital energy and innovation to the economy.
- The risks involved in starting a business energize entrepreneurs and small business owners to become successful.
- List ways that entrepreneurs and small business owners organize their businesses for success.
- Managers need to recognize leadership qualities and leadership styles that motivate employees to be creative and productive.
- Explain how managers lead their organizations, and list responsibilities of a leader.
- Explain how businesses find new employees, then orient, train, and evaluate them.
- Describe choices consumers make and list ways to be a smart consumer.
- Name the seven rights of consumers.
- List the functions of marketing and identify the importance of market research.
- Identify the different types of media businesses can use to advertise their products.
- List advantages and disadvantages for each type of advertising media.
- Name factors in the cost of advertising.
- Explain the difference between a career and a job and names ways to find career options.
- Describe a personal inventory and list wants to prepare for a career.
- Explain credit, the advantages and disadvantages of using credit, and the three main types of charge accounts.
- Identify the places to get credit and the types of credit cards.

- Describe factors determining credit worthiness and how to maintain a good credit rating.
- Explain how a budget is helpful, and list the five steps in planning a budget.
- Identify types of checking and savings accounts.
- Explain how stock is bought and sold.
- To get the most out of its workforce, a business has to find the right employees, properly train them, and evaluate their performance.
- As a consumer you have the issue of making your money go as far as possible. If you want to get the most for your money, you have to learn how to make good consumer decisions.
- As a consumer you have the rights about the safety and the quality of products, as well as the responsibility to choose and use the products wisely.
- Effective marketing puts the products in the hands of its targeted customer.
- Businesses rely on advertising to get your attention and to promote their products.
- The three steps of planning a career – deciding what you want to do, analyzing job options, and researching a career.
- Choosing a career is a very important decision that each person has to make. The decision will affect the rest of your life.
- Credit is an agreement to get money, goods, or services now in exchange for a promise to pay in the future.
- The “five C’s” creditors use to consider a borrower’s credit worthiness are: capacity to pay, character, credit history, capital, and collateral.
- Budgeting techniques help you keep track of where your money goes so that you can make it go further.
- Making good investment decisions helps you reach your financial goals.

Standards:

- STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.
- STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
- STANDARD 6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
- STANDARD 6.5 (Economics) All students will acquire an understanding of key economic principles.
- STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.
- STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Learning Activities:

- Direct Instruction
- Cooperative Learning
- Discussion
- Hands-on project work
- Do Now
- Closure
- DVD/Video
- Refer to scope and sequence chart.

Assessments:

- Quizzes
- Tests
- Hands-on project work
- Do Now
- Closure

Connections:

Cross Curricular:

- Mathematics through the application of fundamental processes.
- Social Studies through reading and interpreting data and information, as well as economic applications.
- Language Arts through the translation and explaining of data.

Technology:

- The following standards are addressed:
 - STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

Character Education (Core Values):

- The core values of honesty, respect, responsibility, kindness, and service are addressed and stressed in all business courses throughout the year.

Career:

- The following standards are addressed:
 - STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
 - STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Resources:

Technologies:

- Personal computers
- LCD Projector
- DVD player
- Color Printer
- Black & White printer

Text:

- Brown, Betty J. and Clow, John E.. Introduction to Business, (Columbus, Ohio: McGraw Hill, 2006)
ISBN: 0-07-867-332-1

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR-LONG TOPICS

Do Now activities, class work

FIRST QUARTER

Unit 1

Economics

Chapter 1 – A Look at Needs and Wants

Chapter 2 – Economic Resources and Systems

Chapter 3 – Economic Activity in a Changing World

Unit 2

Owning and Operating a Business

Chapter 5 – Entrepreneurship and Small Business

Chapter 6 – Business Ownership and Operations

SECOND QUARTER

Unit 3

Management

Chapter 7 – Organizational Structures

Chapter 8 – Leadership in Management

Chapter 15 – Human Resource Management

Unit 4

Buying Goods and Services

Chapter 22 – Making Consumer Decisions

Chapter 23 – Consumer Rights and Responsibilities

THIRD QUARTER

Unit 5

Marketing & Advertising

Chapter 13 – Marketing in Today's World

Chapter 14 – Advertising: The Art of Attracting an Audience

Unit 6

Career Planning

Chapter 20 – Developing a Career Plan

Chapter 21 – Getting a Job

FOURTH QUARTER

Unit 7

Credit

Chapter 25 – What is Credit

Chapter 26 – How to Get and Keep Credit

Unit 8

Personal Finance

Chapter 28 – Planning a Budget

Chapter 29 – Checking Accounts

Chapter 30 – Savings Accounts

Chapter 31 – Investing in Stocks

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

Periodic evaluations will take place during each marking period. [During the first quarter, the instructor will explain his/her grading procedures to the class.] Students will earn a grade for each quarter. The grade will be calculated as follows: 25% for each quarter

MINIMUM PROFICIENCY

In order to pass Introduction to Business for the year with the minimum grade of “D”, a student must: Have a grade of 65% or greater when the 4 quarters are averaged together.

MULTIMEDIA APPLICATIONS

Content: Business

Mission: Through the study of various business subjects, students will obtain the necessary skills to work in the business field such as interpersonal relations, multi-tasking, leadership, effective written and oral communication and the ability to work with peers in a group setting.

Course Description: Using Microsoft Office, students will further enhance their skills by learning multimedia programs such as PowerPoint, Publisher, Photoshop, and Windows Movie Maker. Students will learn how to create, format, edit, and print a variety of multimedia applications. Emphasis will be placed on using the computer as a tool to complete assignments in other classes.

Big Idea: It is necessary in this ever-changing technological environment to be proficient in a variety of multimedia software applications, such as Microsoft PowerPoint, Publisher, Adobe Photoshop, and Windows Movie Maker.

Enduring Understandings:

- Microsoft Publisher is a basic desktop publishing software that can be used to create a wide variety of publications, including newsletters, business cards, greeting cards, promotional materials, and much more.
- Microsoft PowerPoint is an application that can be used in the creation of presentations and speeches.
- Adobe Photoshop is a graphics editing program.
- Microsoft Windows Movie Maker is basic movie making software that comes with the Windows operating system.

Essential Questions:

- What is the purpose of Microsoft Publisher?
- What is the most important feature of Microsoft Publisher?
- Why is design important to consider when create a document in Microsoft Publisher?
- What is the difference between Publisher and Photoshop?
- Why do people use Microsoft PowerPoint?
- What can be done to enhance a PowerPoint presentation?
- What is the benefit to using Windows Movie Maker?
-

Students will know the following terminology...

- Action button
- Align
- Animation
- Arrange
- Audio
- Background
- Balance
- Brochures

- Bullet point
- Capture from video device
- Clip Art
- Collections
- Color
- Color scheme
- Consistency
- Contrast
- Copy
- Custom shapes
- Cut
- Design element
- Design themes
- Designs
- Desktop publishing
- Distribute
- Effects
- Fading in
- Fading out
- File format conversion
- Filters
- Font scheme
- Format painter
- Graphics interchange format (GIF)
- Group
- Guides
- Handouts
- Header and Footer
- Image size
- Import
- JPEG
- Newsletter
- Normal View
- Nudge
- Options bar
- Order
- Outline View
- Page buttons
- Page layout
- Page setup
- Paste
- Pixel
- Placeholders
- PowerPoint Presentation
- PowerPoint Template

- Presentation
- Print Preview
- Project
- Proximity
- Publication designs
- Publications
- Repetition
- Reshape
- Resize
- Resolution
- Ribbon
- Rotate
- Ruler
- Scaling
- Slide
- Slide Indicator
- Slide Master
- Slide Show View
- Slide Sorter View
- Slide Transition
- Slide View
- Storyboard
- Task Pane
- Template
- Text box
- Text overflow
- Themes
- Thumbnail
- Timeline
- Title overlay
- Trim
- Unity
- Video effects
- Video transitions
- Whitespace
- Word Art
- Zoom In/Zoom Out

Knowledge and Skills (what students will know and do):

- Demonstrate accurate navigation through the Windows operating system, including various multimedia programs.
- Create professional documents in Microsoft Publisher.
- Apply the various formatting theories used when creating documents with Publisher.
- Produce professional Microsoft Power Point presentations.
- Understand the meaning of an effective presentation.
- Design a professional project using Adobe Photoshop.

- Recite a well developed presentation to an audience of peers.
- Develop professional public speaking skills.
- Create and edit a short video using Windows Movie Maker.
- Use successful strategies when working in teams.

Standards:

- STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.
- STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.
- STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Learning Activities:

- Direct Instruction
- Discussion
- Hands-on project work
- Do Now
- Closure
- DVD/Video
- Teacher Demonstration
- Student practice (guided and independent)
- Refer to scope and sequence chart.

Assessments:

- Quizzes
- Tests
- Project work

Connections

Cross Curricular:

- Language Arts Literacy through writing and media literacy.
- Mathematics through the use of processes for problem solving and communication.
- Social Studies through concepts such as free speech and freedom of the press

Technology:

- Use search engines, websites, and computer applications to gather and organize information and to solve problems
- Use Microsoft Publisher, PowerPoint, Adobe Photoshop, and Windows Movie Maker as a tool to create a variety of presentation aids, documents, and informative videos.

Character Education (Core Values):

- The core values of honesty, respect, responsibility, kindness, and service are addressed and stressed in all business courses throughout the year.

Career:

- Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- Demonstrate critical life skills in order to be functional members of society.

Resources:

Technologies:

- Personal computers
- LCD Projector
- Smart Board
- DVD player
- Color Printer
- Black & White printer

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

SEMESTER-LONG TOPICS

The computer is a tool used to create a variety of documents and files.
Computer proficiency is a necessity in virtually all occupations.

THIRD QUARTER

Unit 1

Microsoft Publisher

Create newsletter, flyers, greeting cards, and other documents.

Desktop publishing theories

Unit 2

Microsoft PowerPoint

Effective presentation skills

FOURTH QUARTER

Unit 3

Adobe Photoshop

Design Theories

Unit 4

Windows Movie Maker

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

Periodic evaluations will take place during each marking period. [During the third quarter, the instructor will explain his/her grading procedures to the class.] Students will earn a grade for each quarter. The grade will be calculated as follows: 25% for each quarter

MINIMUM PROFICIENCY

In order to pass Multimedia Applications for the year with the minimum grade of "D", a student must: Have a grade of 65% or greater when the 2 quarters are averaged together.

Statement of Philosophy

This course is designed to inform students how personal finance directly correlates to their future success. Students will be exposed to the following topics: income and careers; money management; credit and debt management; planning, saving, and investing; becoming a critical consumer; and risk management and insurance.

Goals

This course will empower students to make informed financial decisions and recognize outcomes that promote financial independence. Among the student outcomes of this course are the following:

- Set and prioritize financial goals.
- Develop spending plans.
- Obtain financial security.
- Distinguish between wealth and income.
- Calculate the time value of money.

Program Delivery

This course is a graduation requirement.

It is a one-semester course (2.5 credits) that is taken during 11th grade when it is felt that students are developmentally prepared and financially involved to the point that they can engage in learning about managing personal finances both now and in the future. The course is “housed” in the Business Department but may be taught by mathematics, social studies, family consumer science, or business education teachers.

This course is tiered into four levels:

- Personal Financial Management
- Academic Personal Financial Management
- Honors Personal Financial Management
- Personal Financial Management B (small group setting)

Articulation

Teachers across departments work together to develop and revise curriculum. During the school year they meet regularly as “professional learning communities” to reflect and discuss the rigor and relevance of program delivery in order to provide for the success and consistency of instruction.

NJ Core Curriculum Content Standards

- 6.3 (Social Studies; Active Citizenship in the 21st Century)
- 8.1 (Technology, Educational Technology)
- 9.1 (21st-Century Life and Careers, 21st-Century Life & Career Skills)
- 9.2 (21st-Century life and Careers, Personal Financial Literacy)
- 9.3 (21st-Century Life and Careers, Career Awareness, Exploration & Preparation)

The Cumulative Progress Indicators (CPIs) referenced in this curriculum guide refer to the New Jersey Core Curriculum Content Standards (NJCCCS) and to the Common Core State Standards (CCCS). A complete copy of the NJ Core Curriculum Content Standards may be found at: www.state.nj.us/education/cccs. A complete copy of the Common Core State Standards may be found at: [Common Core State Standards Initiative \(CCSSI\)](http://www.illustrativemathematics.org/).

Assessment

We will use multiple assesment strategies in order to accomodate the multiple intelligences of our diverse population of students. Asseessments range from case studies, hands-on group projects, simulation activities, Internet-based research projects and presentations to objective quizzes and tests.

PERSONAL FINANCIAL MANAGEMENT

Content: 21st Century Life and Careers, Finance, Social Studies, Mathematics, Educational Technology

Course Title: Personal Financial Management

Mission:

The mission of this course is to empower students to make informed financial decisions and recognize outcomes that promote financial independence.

Course Descriptions:

Personal Financial Management Course Description or Content Overview:

This course is designed to inform students how personal finance directly correlates to their future success. Students will be exposed to the following topics: income and careers; money management; credit and debt management; planning, saving, and investing; becoming a critical consumer; and risk management and insurance. Students will learn how to set and prioritize financial goals, develop spending plans, obtain financial security, distinguish between wealth and income, and calculate the time value of money. This course will empower students to make informed financial decisions and recognize outcomes that promote financial independence. Students selecting this Personal Financial Management level should expect to progress at a more deliberate pace than either Academic or Honors classes. This course level is intended for students who need to continue to strengthen their reading, writing, and research skills.

Academic Personal Financial Management Course Description or Content Overview:

Academic Personal Financial Management is the college preparatory level of this course. It is designed for those students who have demonstrated the ability to read independently, think critically and successfully complete research projects. This course is designed to inform students how personal finance directly correlates to their future success. Students will be exposed to the following topics: income and careers; money management; credit and debt management; planning, saving, and investing; becoming a critical consumer; and risk management and insurance. Students will learn how to set and prioritize financial goals, develop spending plans, obtain financial security, distinguish between wealth and income, and calculate the time value of money. This course will empower students to make informed financial decisions and recognize outcomes that promote financial independence.

Honors Personal Financial Management Course Description or Content Overview:

Honors Personal Financial Management is designed for those students who are highly motivated, independent learners and who have demonstrated superior skills in reading comprehension, writing and research. This course is designed to inform students how personal finance directly correlates to their future success. Students will be exposed to the following topics: income and careers; money management; credit and debt management; planning, saving, and investing; becoming a critical consumer; and risk management and insurance. Students will learn how to set and prioritize financial goals, develop spending plans, obtain financial security, distinguish between wealth and income, and calculate the time value of money. This course will empower

students to make informed financial decisions and recognize outcomes that promote financial independence. Students selecting Honors Personal Financial Management should have previous Honors course success and demonstrated advanced abilities with the motivation to pursue rigorous studies.

Personal Financial Management B* Course Description or Content Overview: This course is designed to inform students how personal finance directly correlates to their future success. Students will be exposed to the following topics: income and careers; money management; credit and debt management; planning, saving, and investing; becoming a critical consumer; and risk management and insurance. Students will learn how to set and prioritize financial goals, develop spending plans, obtain financial security, and distinguish between wealth and income. This course will empower students to make informed financial decisions and recognize outcomes that promote financial independence. Students enrolled in Personal Financial Management B* benefit from a small group instructional setting. The course follows the mainstream curriculum at a modified and individualized pace with instruction adapted to the students' learning needs.

Standards:

- 6.3 (Social Studies; Active Citizenship in the 21st Century): All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- 8.1 (Technology, Educational Technology): All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- 9.1 (21st-Century Life and Careers, 21st-Century Life & Career Skills): All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- 9.2 (21st-Century life and Careers, Personal Financial Literacy) All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
- 9.3 (21st-Century Life and Careers, Career Awareness, Exploration & Preparation): All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Common Core State Standards Initiative (CCSSI)

- **English Language Arts Standards**, Writing.
- **English Language Arts Standards**, Speaking & Listening.
- **English Language Arts Standards**, Language.
- **Mathematics**, High School: Number & Quantity, Quantities

Enduring Understandings (big ideas, life lessons, concepts):

- Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.

- Income often comes from different sources, including alternative sources, and affects spending decisions and lifestyle.
- Taxes and the cost of employee benefits can affect the amount of disposable income.
- Money management involves setting financial goals.
- Money management requires understanding of cash flow systems and business practices as well as developing and maintaining personal spending plans to achieve established financial goals.
- Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.
- Credit worthiness is dependent on making informed credit decisions and managing debt responsibly.
- Information about investment options and the application of basic economic concepts assists with financial planning and leads to wiser decisions for individual, family, and business financial planning.
- A critical consumer must be able to prioritize wants and needs and assess the risk of their spending practices.
- Gathering information about products, services, and other consumer rights is the responsibility of the consumer.
- There are common financial risks and ways to manage risks.
- Insurance is designed to protect the consumer against unintended losses.

Essential Questions (open ended questions that are worthy of wonder; connected to EU):

- What is the relationship between education, income, and a desired lifestyle?
- How do the economic, social, and political climates as well as personal skills play a role in the level of individual financial risk and impact spending and other financial decisions?
- What constitutes a wise financial decision, and how do individuals make educated choices about spending?
- What are the elements or criteria for a solid financial plan?
- What do individuals need to know in order to make informed decisions about incurring debt?
- What does it mean to be “credit worthy,” and how can it affect individuals?
- Why is it important to understand the value, features, and planning process associated with saving and investing?
- How does someone choose the best investment and/or savings options to achieve financial security?
- What are the consumer resources available to help make sound decisions?
- How do ethics and legal issues play a part in financial planning?
- What are the risks vs. benefits relating to various financial situations?
- How can someone determine his or her individual and family needs for financial protection?

Knowledge and Skills

Knowledge: Students will know...

- The economy can affect prices, income, career choices, and decisions.
- Sources of earned income include wages, salaries, tips, commissions, and self-employment.
- Disposable income refers to the money a person has available to spend or save after taxes have been paid.
- A person's education and the decisions they make can affect the income they will earn for the rest of their life.
- Whether a U.S. citizen or resident must file a federal income tax return depends upon gross income, filing status, age, and whether the individual is a dependent.
- There are costs and benefits of paying taxes.
- There is a connection between inflation and employment. Higher inflation usually means that more people are employed.
- Inflation affects spending, saving, and investing decisions.
- A personal income and expense statement lists income, expenses, and net income. A personal balance sheet lists assets, liabilities, and net worth.
- Budgeting is a critical part of managing money and financial resources.
- Using a budget allows you to compare your financial resources with your financial needs.
- Financial goals help make achieving personal goals possible.
- Five steps in financial planning are gathering information, analyzing information, setting goals, setting steps with a timeline, and implementing and evaluating the plan.
- The Federal Reserve System (The Fed) is the central bank of the United States; it controls the money supply in the United States and sets interest rates.
- Risks have potential consequences that may be serious and may involve personal or financial loss.
- Risk assessment is the process of identifying risks, their probability, their seriousness, and how to handle them.
- Risk strategies include reducing risk, avoiding risk, transferring risk, and assuming risk.
- Insurance provides protection against income and property loss or damage.
- Having high deductibles on policies and taking actions to reduce risks can help lower costs for all types of insurance.
- An umbrella policy protects you after your homeowner's or car insurance has paid the maximum amount.
- Following a buying plan helps you identify your wants and needs and the items or services that can fill those wants and needs, enabling individuals to make better buying choices.
- Credit is the ability to borrow money with the agreement to pay it back later, usually with interest.
- Using credit has many advantages, such as convenience and increased spending power.
- The three basic methods used to compute interest on revolving credit accounts are the adjusted balance method, the previous balance method, and the average daily balance method.

- Borrowers are charged penalties and fees for violating any term of the credit agreement, such as for making a late payment or spending over the credit limit.
- A personal loan is granted based on your creditworthiness.
- It is very important to establish credit when you do not need it so that it will be available to you when you do.
- Errors or false charges in your credit accounts or credit report can be corrected and should be disputed in writing.
- Credit delinquencies can have serious outcomes.
- Credit counseling, debt management, and debt consolidation are ways of avoiding bankruptcy.
- Every year, millions of American consumers lose money in scams related to credit or identity theft.
- The purpose of saving is to accumulate money for future use with an emphasis on safety of the money.
- The purpose of investing is to use money to make more money; the emphasis is on growth with acceptable risk.
- Return on investment (ROI) is a measurement of return given as a percentage, and it allows individuals to compare investment choices.
- Risk and return are related: the more risk you are willing to accept, the higher the return you may be able to earn.
- Investors should consider risk, return, and liquidity when making savings and investing choices.
- Investors should do thorough research before buying stocks, bonds, or other investments.
- Investors can use key figures, such as revenue, net income, and P/E ratios, to compare companies.
- When buying stocks in the primary market, investors buy directly from the issuer. When buying stocks in the secondary market, investors buy from another investor who owns the stock.
- Many independent and governmental agencies regulate and control the investing industry and seek to protect consumers by providing stable markets and fair trading practices.
- The Sarbanes-Oxley Act of 2002 helps protect consumers with new and stronger standards for U.S. public companies and for accounting firms.

Skills: Students will be able to...

- Explain how the job market and career choices affect the money a person may earn over a lifetime.
- List sources of income and the types of taxes and deductions that reduce money available for spending.
- Explain how consumers' buying strategies affect demand and prices in a market economy.
- Explain how buying decisions are affected by internal and external sources.
- Describe recordkeeping methods used in the budgeting process.
- Prepare a personal income and expense statement, personal balance sheet, and personal budget.
- Explain the purpose of a financial plan, and create a personal financial plan.
- Explain how basic needs, other needs, and wants differ.

- Apply a decision-making process to personal financial choices.
- List banking services and fees.
- Explain the purpose and use of a checking account.
- Prepare a check, deposit slip, checkbook register and bank reconciliation.
- Compute interest on savings at a fixed interest rate.
- List savings options and their advantages.
- Describe the role of the Federal Reserve System.
- Define monetary policy and discuss goals of U.S. monetary policy.
- Explain how the Federal Reserve System controls the banking industry.
- Discuss the types of risk and risk management strategies.
- Explain the need for insurance and the types of plans and coverage available.
- Explain why comparison shopping leads to better buying decisions.
- List the sources and benefits of using credit.
- Compare forms and methods of payment for credit.
- Complete a sample credit application.
- List costs associated with using credit.
- Explain how to avoid and resolve credit costs and problems.
- Use three different methods for computing finance charges.
- Describe penalties and fees imposed by credit card companies.
- List the terms typically included in a credit offer, and compare credit card offers.
- List tips for using credit wisely.
- Identify and discuss important credit reporting laws.
- Describe manual and electronic options for making payments, and explain the advantages and disadvantages of these options.
- Discuss prepayment penalties and why a loan might be repaid early.
- Describe types of consumer loans.
- Describe rent-to-own agreements and give their advantages and disadvantages.
- Discuss why you should consider the state of the economy when planning credit purchases.
- Explain how to dispute an error on a credit statement.
- List ways to prevent credit card fraud.
- Explain how government consumer protection services help consumers.
- List strategies to help avoid bankruptcy.
- Explain the purpose of a credit report and credit score.
- List credit scams and ways to protect against them.
- Explain principles of saving and investing and reasons for engaging in these activities.
- Describe investment strategies and options and how they relate to risk and return.
- Explain how to buy and sell securities.
- Explain the difference between a bull market and a bear market.
- Explain how corporate bonds are different from government bonds.
- Describe several high-risk investment options.
- Describe the types of financial information found in magazines, newspapers, and newsletters and the type of data found in company reports.
- List figures that can be used to compare the performance or value of companies.

- Explain the difference between the primary market and the secondary market for securities.
- Compare a full-service stockbroker to a discount broker and an online broker.
- Discuss types of stock market orders.
- Describe the independent agencies that regulate and supervise the securities industry.
- Describe the role of government regulatory agencies in the investment industry.
- Explain the purpose of the Sarbanes-Oxley Act.

Terminology:

Adjustable rate mortgage
 Adjusted balance method
 Amortization
 Annual report
 Annuity
 Asset allocation
 Assets
 Auction market
 Automatic deposit
 Automatic payments
 Automatic withdrawal
 Automobile insurance
 Average daily balance method
 Balloon payment
 Bankruptcy
 Bear market
 Beneficiary
 Benefits
 Blog
 Bond
 Bounced check
 Budget
 Bull market
 Business plan
 Buy and hold
 Buying on margin
 Cashier's check
 Certificate of deposit
 Certified check
 Chapter 13 Wage Earner Plan
 Chapter 7 Liquidation
 Checkbook register
 Clearing account
 Closing costs
 Collateral
 Collectibles

Commission
Commodity
Common stock
Compound interest
Consequences
Contingencies
Co-pay
Cosigner
Cost-push inflation
Credit
Credit card fraud
Credit report
Debit card
Debt consolidation
Deductible
Deflation
Delinquency
Demand-pull inflation
Direct investing
Disability insurance
Discharge
Discount
Discount broker
Discount rate
Discretionary income
Discretionary order
Disinflation
Disposable income
Diversification
Dividend
Documentation
Dollar-cost averaging
Economy
Emergency fund
Empowerment
Endorsement
Entrepreneur
Equal Credit Opportunity Act
Equity loan
Ethics
Excise tax
Exemption
Face value
Fair Credit Billing Act
Fair Credit Reporting Act
Fair Debt Collection Practices Act

Federal funds rate
Financial aid
Financial decisions
Financial goals
Financial independence
Financial plan
Financial planner
Financial resources
Financial security
Fixed expenses
Fixed rate
Foreclosure
Futures contract
Garnishment
Global awareness
Grace period
Group life insurance
Health insurance
Homeowner's policy
Hyperinflation
Identify theft
Illiquid
Impulse buying
Indirect investing
Industry risk
Inflation
Inflation risk
Initial public offering (IPO)
Installment credit
Installment loan
Investment portfolio
Investment risk
Liability
Life insurance
Limit order
Line of credit
Liquidity
Loss
Market
Market order
Market-based pricing
Minimum wage
Monetary policy
Money market account
Mortgage
Mutual fund

Net worth
Odd lot
Online banking
Opportunity cost
Oversight
Over-the-counter market
Over-the-limit fee
Penalty
Permanent life insurance
Personal goals
Personal loans
Phishing
Political risk
Portable insurance
Postdated check
Preferred stock
Premium
Prepayment penalty
Previous balance method
Primary market
Prime rate
Principal
Probability
Profit
Real-cost inflation
Rebate
Recourse
Renter's insurance
Repossession
Revolving credit
Risk
Rollover
Round lot
Rule of 72
Scam
Scholarship
Secondary market
Secured loan
Securities exchange
Self-insure
Selling short
Service credit
Spending limit
Spending plans
Stock dividend
Stock risk

Stock split
Stockbroker
Stocks
Stop order
Stop payment
Stop-loss provision
Tax
Tax shelter
Tax-deferred
Term life insurance
Time value of money
Tip
Trade-off
Transfer payments
Truth-in-Lending Act
U.S. savings bond
Umbrella policy
Unearned income
Value-based pricing
Variable expenses
Variable rate
Variances
Vested
Wants
Wealth vs. income – balance
Wire transfer

Assessments (how students will show what they know)

Formative (interim)

- Do Now
- Application Exercises and Class work
- Projects and/or Simulations
- Presentations
- Chapter Quizzes
- Unit Tests

Summative (final)

- Final Exam

21st Century Connections:

Standard 8.1 Technology (Education Technology)

- Use various software programs including Microsoft Word, PowerPoint, and Excel.
- Prepare and deliver presentations using the LCD projector.
- Use search engines, websites, and computer applications to gather and organize information and to solve problems.

Standard 9.1 The 21st Century Life & Career Skills

Standard 9.2 Personal Financial Literacy

Standard 9.3 Career Awareness, Exploration, Preparation

Standard 9.4 Career Cluster Specific

- Develop the necessary computer and technology skills to succeed in postsecondary education and careers.
- Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- Demonstrate critical life skills in order to be functional members of society.

Character Education (Core Values):

South Brunswick High School's core values of honesty, respect, responsibility, kindness, and service are addressed and stressed throughout the course. Units focusing on setting goals, money management, and becoming a critical consumer will provide engaging and authentic opportunities for students to develop and exhibit character strength. Students will have the opportunity to:

- Identify moral and ethical issues that arise at home, in school, and in the workplace when dealing with finances.
- Recognize the importance of sound decision making, personal goals, ethics, and social responsibility.
- Gain an appreciation of individuality, integrity, responsibility, and cooperation, and accept individual differences.

Cross Curricular / Interdisciplinary:

- Language Arts Literacy through speaking, writing, listening, media literacy, and the translation and explanation of data.
- Mathematics through the application of fundamental processes.
- Social Studies through problem solving, civics, reading and interpreting data and information as well as economic applications.

Course Resources:

Technologies:

- Personal computers with Internet access, a web browser, and word processing, spreadsheet, and presentation software (for student and teacher use)
- Presentation resources (software and web-based)
- Black & white printer
- Color printer
- SmartBoard
- LCD Projector
- DVD Player (or capabilities to play from computer workstation connected to LCD projector)
- Calculators
- Finance and career-related videos/DVDs

The course relies heavily on the internet as supplemental resources. The list below is a sampling of web sites to be used throughout the course.

- AFSA Education Foundation's Financial Literacy course web site: www.moneyskill.org
- National Endowment for Financial Education (NEFE) High School Financial Planning Program web site: hsfpp.nefe.org
- Jump\$Start Coalition for Personal Financial Literacy web site: www.jumpstart.org
- Search engines such as Google.com, Ask.com, Yahoo.com
- Yahoo! Finance web site: finance.yahoo.com
- News and information web sites such as: msn.com, Businessweek.com, Forbes.com, msnbc.com, cnn.com

Text:

Ryan, Joan S. *Managing Your Personal Finances, 6th Edition*. South-Western Cengage Learning: Mason, OH, 2012.

ISBN-10: 0-538-44937-3; ISBN-13: 978-0-538-44937-3

Text/eBook Bundle: ISBN-13: 978-0-324-81862-8

Text Web Site: www.cengage.com/school/pfinance/mypf

Other:

Newspapers and periodicals such as: *Wall Street Journal*, *Business Week*, *Forbes*, *Fortune*, *Inc.*, *Money*, etc.

Pacing Chart (Scope & Sequence)

Course-Long Topics and Learning Activities

Direct Instruction, Independent Practice, Hands-on Project Work (including cooperative learning), Do Now, Closure, Guest Speakers, and Video/DVD related to the course subject matter.

First Quarter

Chapters 1, 2, 5-7

Unit 1: Income and Careers

- Choosing Your Career
- Planning Your Career
- Work Laws and Responsibilities
- Pay, Benefits, and Working Conditions
- Federal Income Tax

Chapters 8-10, 20

Unit 2: Money Management

- Budgets and Financial Records
- Checking Accounts and Banking Services
- Saving for the Future
- Personal Decision Making

Chapters 16-19

Unit 3: Credit and Debt Management

- Credit in America
- Credit Records and Laws
- Responsibilities and Costs of Credit
- Problems with Credit

Second Quarter

Chapters 11-15

Unit 4: Planning, Saving, and Investment

- Investing for the Future
- Investing in Stocks
- Investing in Bonds
- Investing in Mutual Funds, Real Estate, and Other Choices
- Retirement and Estate Planning

Chapters 25-27

Unit 5: Risk Management and Insurance

- Introduction to Risk Management
- Property and Liability Insurance
- Health and Life Insurance

Chapters 21-23, 28-29

Unit 6: Becoming a Critical Consumer

- Renting a Residence

- Buying a Home
- Buying and Owning a Vehicle
- Role of Consumers in a Market Economy
- Consumer Protection

AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described above.

GRADING / ASSESSMENTS

Marking period grades will be comprised of work in the following categories:

- 45% Tests/Quizzes
- 45% Class work (includes “Do Now” activities, projects, case studies, participation in discussions/group work, and on-task behavior)
- 10% Homework (includes reading and homework assignments and preparation for class)

Students are expected to complete all assignments, projects, quizzes, and tests each marking period in a timely fashion.

All students are required to complete a final exam. This assessment will be a combination of content-related multiple-choice questions and application questions related to case studies. Students will be provided with multiple case studies from which they will need to select a specific number of cases to respond for credit.

MINIMUM PROFICIENCY

In order to pass Honors Personal Financial Management for the semester with a minimum grade of a "D," a student must have a grade of 65% or higher when the two marking period grades and final exam are averaged together.

Each marking period grade accounts for 40% of the overall course grade, and the final exam accounts for 20% of the overall course grade.

SCHOOL STORE OPERATIONS: MERCHANDISING (SEMESTER)

SCHOOL STORE OPERATIONS: RETAILING (SEMESTER)

Content: Business

Mission: Through the study of various business subjects, students will obtain the necessary skills to work in the business field such as interpersonal relations, multi-tasking, leadership, effective written and oral communication and the ability to work with peers in a group setting.

Course Description: School Store Operations provides students with a structured learning experience by operating an on-campus enterprise. Topics include: product/service planning, sales promotion, advertising, retail sales, merchandising, human relations, management of resources, and marketing research. Students gain actual work experience by participating in the operation of The Shoppe (SBHS school store), an applications laboratory for theory covered in the Business Education program.

Big Idea: Students will be actively involved in operating The Shoppe (SBHS School Store) through the planning, management, marketing, accounting, and human resource skills used to run a small business.

Enduring Understandings:

- Retailing is an exciting business sector that combines individual's skills to make a profit in an ever-changing market environment.
- Planning and the financial performance of the retailer are intertwined.
- Economic trends have an impact on retailing.
- Competition is both revolutionary and evolutionary.
- Businesses that successfully integrate their promotional efforts with other elements of the retailing mix will be higher profit performers.
- Customer services generate demand for the retailer's merchandise.
- The retailer can reach potential customers through both store-based retail locations and non-store retail formats.
- A successful business will recruit the right employees and customers and then manage these relationships effectively.

Essential Questions:

- Is retailing necessary in the business world?
- What individual skills are needed to be successful in retailing?
- How do you properly manage the finances of a business?
- How do retailers manage their sales promotion and publicity effectively?
- What is excellent customer service?
- Why is store design and location so important to a store's success?
- Are tangible or intangible resources more important to a retailer's competitive advantage?
- How does a retailer's code of ethics influence its behavior?

Students will know the following terminology...

- Advertising
- Advertising Effectiveness
- Advertising Efficiency
- Affordable Method
- Asset turnover
- Bait and Switch Pricing
- Basic Stock Method
- Boomerang effect
- Breadth
- Brick & Mortar retailers
- Bundle Pricing
- Cash Discounts
- Category killer
- Chain Stores
- Conflict
- Consumer Behavior
- Contests and sweepstakes
- Contractual vertical marketing channels
- Conventional Marketing Channel
- Corporate vertical marketing channels
- Cost per Thousand - Target Market
- Cost Per Thousand Method
- Coupons
- Coverage
- Cumulative
- Customary
- Customer satisfaction
- Customer services
- Customer theft
- Demonstrations and sampling
- Dependency
- Depth
- Discretionary income
- Disposable income
- Divertive Competition
- Down
- Employee theft
- Employment
- E-tailing
- Exclusive distribution
- Open-to-buy
- Operating Expenses
- Operations Management
- Opportunities

- Optional Stock List
- Overstored Market
- Percentage variation method
- Percentage-of-Sales
- Personal
- Planning
- Power
- Premiums
- Price Competition
- Pricing
- Private Label Branding
- Private-Brand Pricing
- Profit Maximization
- Promotion
- Promotional Discounts
- Publicity
- Pure Competition
- Pure Monopoly
- Quantity Discounts
- Reach
- Retailerowned cooperatives
- Retailing
- Return on assets (ROA)
- Return on net worth
- Sales
- Same store sales
- Scrambled merchandising
- Seasonal Discounts
- Selective distribution
- Selling
- Skimming
- Space productivity
- Standard Stock List
- Stock-to-Sales Method
- Strategic planning
- Strategic Planning
- Strategies
- Strengths
- SWOT Analysis
- Target Return
- Financial leverage
- Flexible
- Franchising
- Free on board (FOB) destination
- Free on board (FOB) factory

- Free on board (FOB) shipping point
- Frequency
- Generation X
- Generation Y
- Goals and Objectives
- Gross margin return on inventory
- High-low pricing
- Horizontal Cooperative Advertising
- Impact
- Initial Markup
- Institutional
- In-store displays
- Intensive distribution
- Interdependence
- Intertype Competition
- Intratype Competition
- Inventory Turnover
- Labor productivity
- Leader Pricing
- Lining
- Loss leader
- Loyalty programs
- Maintained markup
- Markdown
- Market segmentation
- Market share
- Market share
- Markup
- Merchandise management
- Merchandise productivity
- Mission Statement
- Monopolistic Competition
- Multiple-Unit Pricing
- Net profit margin
- Odd Pricing
- Oligopolistic Competition
- One-Price Policy
- Task and Objective Method
- Threats
- Trade Discounts Penetration
- Trading
- Trading Up
- Understored Market
- Variable
- Variety

- Vendor collusion
- Vertical Cooperative Advertising
- Vertical Marketing Channels
- Weaknesses
- Weeks' supply method

Knowledge and Skills (what students will know and do):

- Retailing is a major economic force in the United States.
- Planning is vital to the success of retail organizations.
- The recent changes in population, social and economic trends have an effect on the way consumers behave.
- The behavior of competitors is an important component of the retail planning and management model.
- Analyzing and understanding the supply chain is crucial to the retailer.
- There is a vast amount of planning retailers must do regarding their merchandise selection.
- Financial planning must be completed properly if a retailer is to be successful.
- There are many important pricing decisions that need to be made by a retailer.
- Promotion is a major generator of demand in retailing.
- Customer services, including retail selling, generate additional demand for the retailer's merchandise.
- The retail store can be the most meaningful form of communication between the retailer and its customers.
- Retailers reach their target market through the choice of location.
- The human factor is composed of employees and customers. Both are critical to carry out a successful retail strategy.
- Explain what retailing is.
- Outline why strategic planning is so important.
- Describe changing economic trends and their effect on retailing.
- Distinguish between the various models of retail competition.
- Explain the types of supply chains by width, length, and control.
- Outline how a retailer determines the makeup of its inventory.
- Explain the differences among and the uses of the three accounting statements: income statement, balance sheet, and statement of cash flow.
- Outline the factors a retailer should consider when establishing pricing objectives and policies.
- Name the four basic components of the retailer's promotion mix and discuss their relationship with other decisions.
- Define customer service and explain why it is so important in retailing.
- Describe why store design is so important to a store's success.
- Identify the criteria used in selecting both the target market and the retail location.
- Differentiate between intangible people resources and tangible resources.

Standards:

- STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

- STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.
- STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
- STANDARD 6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
- STANDARD 6.5 (Economics) All students will acquire an understanding of key economic principles.
- STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.
- STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Learning Activities:

- Direct Instruction
- Cooperative Learning
- Discussion
- Simulation Activities
- Case Studies
- Hands-on project work
- Do Now
- Closure
- Refer to scope and sequence chart.

Assessments:

- Quizzes after each chapter
- Unit tests
- Unit Projects (incl. research papers)
- School Store simulation

Connections:

Cross Curricular:

- Mathematics through the application of various financial ratios.
- Social Studies through economic applications such as supply and demand.
- Language Arts Literacy through writing and media literacy.

Technology:

- Use search engines, websites, and computer applications to gather and organize information and to solve problems
- Use digital cameras, video cameras, and video editing software to enhance the learning experience.
- Use a variety of computer software to complete activities on a daily basis.

Character Education (Core Values):

- The core values of honesty, respect, responsibility, kindness, and service are addressed and stressed in all business courses throughout the year.

Career:

- Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- Demonstrate critical life skills in order to be functional members of society.

Resources:

Technologies:

- Video cameras
- Color Printer
- Black & White printer
- Personal computers
- LCD Projector
- DVD player
- Digital cameras

Text: Dunne, Patrick M. and Lusch, Robert F. Retailing, 6th ed. (Mason, Ohio: Thomson, 2008)
ISBN: 978-0-324-36279-4

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR-LONG TOPICS: Do Now activities, class work

FIRST SEMESTER

Unit 1

Business Perspectives

Chapter 1 – Perspectives on Retailing

Chapter 2 –Retail Strategic Planning and Operations Management

Unit 2

Retail Customers

Chapter 3 – Retail Customers

Chapter 4 – Evaluating the Competition in Retailing

Unit 3

Suppliers & Inventory

Chapter 5 – Managing the Supply Chain

Chapter 9 – Merchandise Buying and Handling

SECOND SEMESTER

Unit 4

Pricing

Chapter 10 – Retail Pricing

Unit 5

Advertising & Promotion

Chapter 11 – Advertising & Promotion

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

Honors Grade Weighting

GRADING / ASSESSMENTS

Periodic evaluations will take place during each marking period. [During the first quarter, the instructor will explain his/her grading procedures to the class.] Students will earn a grade for each quarter. The grade will be calculated as follows: 25% for each quarter

MINIMUM PROFICIENCY

In order to pass Business Organization and Management for the year with the minimum grade of “D”, a student must: Have a grade of 65% or greater when the 4 quarters are averaged together.

SENIOR INTERNSHIP FOR BUSINESS

Content: Senior Internship for Business

Mission: Through the study of various business subjects, students will obtain the necessary skills to work in the business field such as interpersonal relations, multi-tasking, leadership, effective written and oral communication and the ability to work with peers in a group setting.

Course Description: Prerequisite: Minimum of one Business Education course and an interview by Internship Coordinator.

Senior Internship is a work-study program open to all seniors looking for paid employment. The students are placed in local industries to gain on-the-job training. Students are usually on an early release schedule from school to report to work. Students have a related class period in which they develop skills in interviewing techniques, resume writing, effective work habits, job survival skills, and human relation techniques. Additional skills will be taught using a variety of software applications including Microsoft Office.

Students are required to provide their own transportation to and from work. They will receive at least the state minimum wage and must work a minimum of 15 hours per week. Students must attend school and work regularly and abide by both school and company rules and regulations.

Big Idea: Senior Internship develops the student's understanding and skills so they can successfully navigate through the process they must take to go from school to the working world.

Enduring Understandings:

- Students will understand the fundamentals of the work place.
- Students will be skillful in how to research, find, apply, obtain, and maintain a job and career.
- Students will demonstrate an understanding of success skills, money management, and independent living.
- Students will demonstrate competency in various computer skills through guided practice and projects.
- Students will learn the proper format of resumes and cover letters, as well as the ins and outs of interviewing techniques.
- Students will be able to discuss the basic principles of economics and the American free enterprise system
- Students will be able to list their rights and responsibilities as a consumer.
- Students will demonstrate an understanding of health, disability, life, home, and auto insurance
- Students will be able to list the six most common types of social security programs, as well as the advantages of traditional and Roth IRA's

Essential Questions:

- What is the process of finding and applying for a job?
- What do you need to do before, during, and after an interview?
- What can you expect the first few days at a new job?
- What are three rights and protections that workers have?
- Describe how a person should be dressed for an interview?
- What is the five-step process for making decisions?
- Describe two things you can do in order to prevent accidents at work?
- What are the advantages and disadvantages of entrepreneurship?
- Explain how to open and manage a checking account?
- What are the steps to fill out a Form 1040EZ?

Students will know the following terminology

- Career Guidance
- Employability Skills
- Occupation
- Training Agreement
- Work
- Obsolete
- Promotion
- Self-direction
- Technology
- Work History
- Entry-level Job
- Work Permit
- Cover Letter
- Resume
- References
- Job Application Form
- Appraise
- Body Language
- Follow-up Letter
- Job Interview
- Allowances
- Due Process
- Exempt
- Morale
- Reimburse
- Probation
- Supervisor
- Cooperation
- Judgment
- Loyalty
- Productivity
- Punctuality

- Affirmative Action
- Discrimination
- Minimum Wage
- Clients
- Goodwill
- Patrons
- Task Group
- Automatic Raise
- Compensation
- Deductions
- Incentive
- Net Pay
- Statement of Earnings
- Grooming
- Posture
- Wardrobe
- Decision making styles
- Environment
- Aptitudes
- Interests
- Self-information
- Work Values
- Industries
- Occupational Search
- Communication
- Pronunciation
- Area
- Cash Discount
- Invoice
- Trade Discount
- Accident
- Disabling Injury
- Natural Disaster
- Safety
- Agenda
- Leadership
- Majority
- Motion
- Precedence
- Browser
- Computer Literacy
- Network
- Peripherals
- Software
- Keyboarding Skills

- Corporation
- Entrepreneur
- Retailers
- Stockholders
- Supplier
- Competition
- Consumption
- Inflation
- Recession
- Supply
- Demand
- Advertising
- Complaint
- Recall
- Services
- Warranty
- Annual Percentage Rate
- Credit
- Overdraft
- Postdating
- Reconciling
- Allocation
- Bond
- Brokers
- Expenditures
- Investing
- Money Market Funds
- Mutual Funds
- Portfolio
- Stock
- Savings
- Beneficiary
- Co-insurance
- Deductible
- Premium
- Risk
- Deductions
- Exemptions
- Revenue
- Tax
- Taxable Income
- Benefits
- Individual Retirement Account
- Pension
- Social Security

- Arraignment
- Common Law
- Probation
- Law
- Warrant
- Apartment
- Lease
- Mortgage
- Stress
- Physical Fitness
- Allegation
- Citizenship
-

Knowledge and Skills (what students will know and do):

- Knowledge (students will know)
- why people work.
- how to look for a job and finding job leads.
- ways to fill out job applications and the process.
- what to expect the first days at a new job.
- how employers will rate work behavior and job performance.
- ways to keep yourself safe on the job.
- job earnings and paychecks.
- different skills such as communication, math, measurement, safety, leadership, computer, technology, and entrepreneurial.
- the principles of economics and the American free enterprise system.
- how to bank and use credit.
- different ways to handle insurance, taxes, social security, and IRA's.
- what to do to be able to live on your own.

Standards:

- Standard 4.1 (Number And Numerical Operations) All Students Will Develop Number Sense And Will Perform Standard Numerical Operations And Estimations On All Types Of Numbers In A Variety Of Ways.
- Standard 8.1 (Computer And Information Literacy) All Students Will Use Computer Applications To Gather And Organize Information And To Solve Problems.
- Standard 8.2 (Technology Education) All Students Will Develop An Understanding Of The Nature And Impact Of Technology, Engineering, Technological Design, And The Designed World As They Relate To The Individual, Society, And The Environment.
- Standard 9.1 (Career And Technical Education) All Students Will Develop Career Awareness And Planning, Employability Skills, And Foundational Knowledge Necessary For Success In The Workplace.

Learning Activities:

- Cooperative Learning
- Think/Pair/Share

- Direct Instruction
- Independent Practice
- Modeling
- Refer to scope and sequence chart.

Assessments:

- Do Now
- Various Projects
- Presentations
- Classwork
- Tests
- Quizzes

Connections:

Cross Curricular: The course has many areas that it will cover that cross into other departments such as: math, English, communication, technology, business, and Law.

Technology: Will use various software programs including: Word, PowerPoint, Excel. They will also make Presentation using the projector and Smart Boards that are located in the room.

Character Education (Core Values): Teaches the students the moral and ethical issues that come up when working and what it will take to maintain a moral and ethical position.

Career: The curriculum of this course teaches the fundamentals of what a person will need to do to obtain a job in a career and how to handle the various issues that arise in the place of work and life.

Resources:

Technologies:

- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel
- Internet
- Computers
- Printers
- Scanners

Text: Bailey, L.J. *Working: Career Success for the 21st Century (3rd Edition)*. Thomson South-western: United States, 2003. ISBN-0-538-69975-2

SCOPE AND SEQUENCE

YEAR-LONG TOPICS: Direct Instruction, Case Studies, Simulation activities, Hands-on projects, Do Now, Closure, Guest speakers, Field trips, Video/DVD

FIRST QUARTER

Chapter 1

- 1.1 Why People Work
- 1.2 Work Experience Education

Chapter 2

- 2.1 Work Histories
- 2.2 Moving Toward a Stable Job
- 2.3 The Future Begins Now

Chapter 3

- 3.1 Preparing to Look for a Job
- 3.2 Finding Job Leads

Chapter 4

- 4.1 Data Sheets and Job Applications
- 4.2 Writing a Resume
- 4.3 Contacting Employers

Chapter 5

- 5.1 Before the Interview
- 5.2 During the Interview
- 5.3 After the Interview

Chapter 6

- 6.1 Your First Day at Work
- 6.2 Workplace Management
- 6.3 Supervisors and Form W-4

Chapter 7

- 7.1 Job Performance and Attitudes
- 7.2 Rating Work Behavior

Chapter 8

- 8.1 Duties and Employers
- 8.2 Worker Safety and Health

SECOND QUARTER

Chapter 9

- 9.1 Bosses, Coworkers, and Customers
- 9.2 Group Participation

Chapter 10

- 10.1 Your Job Earnings and Paycheck
- 10.2 Job Changes

Chapter 11

- 11.1 Grooming and Appearance
- 11.2 Dressing for the Job

Chapter 12

- 12.1 The Decision-making Process
- 12.2 Individuals and Decision Making

Chapter 13

- 13.1 Getting Self-information
- 13.2 Working with Self-information

Chapter 14

- 14.1 The World of Work
- 14.2 Exploring Occupations
- Chapter 15
- 15.1 Listening and Speaking
- 15.2 Reading and Writing
- Chapter 16
- 16.1 Basic Math
- 16.2 Basic Measurement

THIRD QUARTER

- Chapter 17
- 17.1 Accidents and Personal Safety
- 17.2 Public Safety
- Chapter 18
- 18.1 Organizational Leadership
- 18.2 Parliamentary Procedure
- Chapter 19
- 19.1 How Computers Work
- 19.2 Computer Hardware and Software
- 19.3 The Internet and the Future of Computers
- Chapter 20
- 20.1 Self-employment
- 20.2 Small Business and You
- Chapter 21
- 21.1 Principles of Economics
- 21.2 The American Free Enterprise System
- Chapter 22
- 22.1 You as a Consumer
- 22.2 Advertising and the Consumer
- 22.3 Consumer and Rights and Responsibilities
- Chapter 23
- 23.1 Financial Institutions
- 23.2 Checking Accounts
- 23.3 Credit and Its Use
- Chapter 24
- 24.1 Budgeting Money
- 24.2 Saving Money
- 24.3 Investing Money

FOURTH QUARTER

- Chapter 25
- 25.1 Health Insurance
- 25.2 Life and Home Insurance
- 25.3 Auto Insurance
- Chapter 26

- 26.1 Taxation
- 26.2 Filing an Income Tax Return
- Chapter 27
- 27.1 Social Security
- 27.2 Individual Retirement Accounts
- Chapter 28
- 28.1 The Nature of Law
- 28.2 The Court System
- 28.3 Legal Services
- Chapter 29
- 29.1 Planning for Housing
- 29.2 Apartment Living
- Chapter 30
- 30.1 Nutrition and Diet
- 30.2 Stress and Physical Fitness
- Chapter 31
- 31.1 Being a Citizen
- 31.2 Thinking Clearly
- Chapter 32
- 32.1 Education and Training
- 32.2 Educational Information

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

Chapter Tests/Quizzes/Projects	50%	
Do Now/Closures		10%
In-Class Work		40%

Complete all assignments, projects, and tests each marking period
 Complete a Final Assessment at the end of the year during finals week

MINIMUM PROFICIENCY

Students must obtain a 65% for the year

SMALL BUSINESS MANAGEMENT

Subject: Business, Management, Entrepreneurship

Mission: Through the study of various business subjects, students will obtain the necessary skills to work in the business field such as interpersonal relations, multi-tasking, leadership, effective written and oral communication and the ability to work with peers in a group setting.

Course Description:

This course is designed to introduce students to principles of small business management with a focus on achieving and maintaining a competitive advantage as a small organization. Students will discover how the functions of planning, organizing, directing, controlling, financing, and staffing relate to a small business enterprise. Current issues including global opportunities, service, quality, and technology are highlighted. The development of a comprehensive business plan is an integral part of the course. Students have the option of earning three college credits from Middlesex County College through the *Pathways to Business* partnership.

Big Idea:

Small businesses include a wide variety of business types that are independently owned, operated, and financed. Entrepreneurs and small business managers each face significant challenges, but they are at different stages of development in the entrepreneurship/small business management model. These businesses and the entrepreneurs who start them play a vital role in the American economy.

Enduring Understandings:

- Developing a business is an excellent way to satisfy personal as well as professional objectives; prospective small business managers and owners must be aware of the drawbacks involved as well as the benefits.
- The primary reasons for writing business plans are to: (1) aid in determining the feasibility of a business idea, (2) attract capital for starting up, and (3) provide direction for the business after it is in operation.
- The principal financial elements for an entrepreneur are recognizing what assets are required to open the business and knowing how those assets will be financed.

Essential Questions:

- What is the difference between a small business manager and an entrepreneur?
- What is the connection between social responsibility, ethics, and strategic planning in a small business setting?
- Why is a business plan important?
- What is the difference between franchises and other forms of business ownership?
- How does a potential small business owner determine initial capital requirements?
- How does a small business's capital structure change over time?
- How do financial records allow someone to identify and analyze important segments in a business?
- What are some specific laws that owners of small businesses should know about, and why are these important?

- How does a good marketing strategy help a small business succeed?
- How do manufacturers and service providers use operations management systems?

Standards:

- Standard 3.2 (Language Arts Literacy; Writing): All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
 - Standard 3.3 (Language Arts Literacy; Speaking): All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
 - Standard 3.4 (Language Arts Literacy; Listening): All students will listen actively to information from a variety of sources in a variety of situations.
 - Standard 3.5 (Language Arts Literacy; Viewing and Media Literacy): All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
 - Standard 4.5 (Mathematics; Mathematical Processes): All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.
 - Standard 6.1 (Social Studies; Social Studies Skills): All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
 - Standard 6.2 (Social Studies; Civics): All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
 - Standard 6.5 (Social Studies; Economics): All students will acquire an understanding of key economic principles.
 - Standard 8.1 (Technology, Educational Technology): All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
 - Standard 9.1 (21st-Century Life and Careers, 21st-Century Life & Career Skills): All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
 - Standard 9.2 (21st-Century life and Careers, Personal Financial Literacy) All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
 - Standard 9.3 (21st-Century Life and Careers, Career Awareness, Exploration & Preparation): All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
 - Standard 9.4 (21st-Century Life and Careers, Career and Technical Education): All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.
- STRAND D: Business, Management & Administration Career Cluster

Connections

Cross Curricular:

- Language Arts Literacy through speaking, writing, listening, and media literacy.
- Mathematics through activities such as projecting the operating costs of a business.
- Social Studies through problem solving, civics, democratic principles, and economic applications

Technology:

- Use search engines, websites, and computer applications to gather and organize information and to solve problems
- Use digital video and still cameras for hands-on project work and creative idea brainstorming.

Character Education (Core Values):

- Recognize the importance of sound decision making, personal goals, ethics, social responsibility, and financial well-being.
- Gain an appreciation of individuality, integrity, responsibility, cooperation, and accept individual differences.

Career:

- Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- Demonstrate critical life skills in order to be functional members of society.
- Recognize the challenges of entrepreneurs.

Students will know the following terminology...

- Acquisition
- Advisory board
- Antidiscrimination laws
- Arbitration
- Assets
- Audit
- Balance sheet
- Barriers to entry
- Benchmarking
- Book value
- Breach of contract
- Breakeven point
- Burn rate
- Business
- Business plan
- Capital
- Cash flow statement
- Cash only accounting
- Cause-related marketing
- Competitive analysis
- Compound

- Contingency
- Continuous improvement
- Contribution margin
- Core values
- Corporation
- Cost/benefit analysis
- Cost of goods sold
- Default
- Demographics
- Depreciation
- Diversification
- Due diligence
- Economic order quantity
- Economics of one unit
- Electronic rights
- Elevator pitch
- Employee
- Entrepreneur
- Environmental analysis
- Ethics
- Exit strategy
- Fair market value
- Financial ratios
- Fiscal year Fixed costs
- Float
- Franchise
- Fraud
- Free-enterprise system
- Future value
- Green entrepreneurship
- Harvesting
- Income statement
- Initial public offering (IPO)
- Investment
- Just-in-time manufacturing
- Keystone
- Leasehold improvement
- Leveraged
- License
- Limited partnership
- Line extension
- Liquidation
- Liquidity
- Marketable securities
- Merger

- Mindshare
- Mission statement
- Moving assembly line
- Net worth / owner's equity
- Net profit
- Noncash expenses
- Notary
- Opportunity cost
- Overhead
- Partnership
- Patent
- Payroll tax
- Permit
- Personal guarantee
- Philanthropy
- Pilferage
- Positioning
- Present value
- Principal
- Process improvement
- Product life cycle
- Profit and loss statement
- Profit margin
- Promissory note
- Prototype
- Public domain
- Reach
- Replication strategy
- Return on investment (ROI)
- Return on sales
- Risk
- Risk tolerance
- Self-employment tax
- Service mark
- Setup costs
- Severance
- Signatory
- Social entrepreneurship
- Sole proprietorship
- Start-up investment
- Supply chain management
- SWOT analysis
- Target market
- Tax abatement
- Tax credit

- Tooling cost
- Total quality management (TQM)
- Trademark
- Unique selling proposition
- Variable costs
- Venture capitalist
- Venture philanthropy
- Vertical integration
- Vision
- Voluntary exchange

Knowledge

- Small business management is different from entrepreneurship.
- Social responsibility, ethics, and strategic planning work together to form the foundation on which a business rests.
- A business plan's contents will vary from business to business, but its structure is fairly standardized.
- There is no single best form of organization for business ownership; the decision depends on needs, personal preferences, abilities, and resources.
- The process of determining initial capital requirements begins with identifying the short-term and long-term assets necessary to get the business started.
- Financial records are necessary for analysis of business segment financial information and to make managerial decisions.
- Laws and regulations exist to protect competition, consumers, people in the workplace, and intellectual property.
- Marketing plays a key role in the success of a small business.
- The marketing mix consists of the variables that can be controlled in bringing a product or service to its target market.
- The elements of an operations management system must be brought together and coordinated to produce the product or service for which the business exists.

Skills:

- Evaluate the relative incidence of small businesses in today's society.
- Analyze the personal needs, skills, and degree of commitment necessary to launch a new enterprise.
- Identify the advantages and disadvantages of buying an ongoing business vs. starting your own.
- Describe the purpose of a business plan and how it is used.
- Describe the process involved in determining the financial requirements of a small business.
- Compare the advantages and disadvantages of proprietorships, partnerships, and corporations.
- Compare the differences between short-term and long-term capital needs.
- Describe the evaluation techniques used to establish small business trading areas.
- Identify the basic management functions and leadership involved in a small business operation.
- Describe the steps involved in the evaluation and selection process of employees.
- Analyze the value of physical facilities planning to the entrepreneur.
- Describe the importance of consumer credit to the small business firm.
- Describe the effect consumer protection laws have on small business firms.
- Analyze the role of international trade in small business.
- Describe the major government regulations that affect small business.

Learning Activities:

Direct Instruction
Case Studies
Simulation activities
Hands-on project work (incl. cooperative learning)
Do Now
Closure
Guest speakers
Field trips
Video/DVD

Assessments:

Chapter quizzes
Unit tests
Case studies
Projects (incl. comprehensive business plan)
Application exercises (classwork)

Resources:

Technologies:

Computer workstations (student and teacher)
Digital video cameras
Digital still cameras
Color printer
Black & white printer
SmartBoard
LCD Projector
Business DVDs
Small Business School Videos for Entrepreneurship: Starting and Operating a Small Business, 2nd edition (from textbook publisher)
<http://www.prenhall.com/mariotti> (textbook companion website)
Business Plan Pro software (bundled with textbook) – guides students through the process of creating a business plan

Text:

Entrepreneurship: Starting and Operating a Small Business (with Business Plan Pro), 2nd edition, Steve Mariotti and Caroline Glackin, 2010 Pearson/Prentice Hall.
ISBN-10: 0137013280; ISBN-13: 9780137013289

Newspapers and Periodicals:

Wall Street Journal, Business Week, Forbes, Fortune, Inc.

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

SEMESTER LONG TOPICS: Development of a comprehensive business plan

FIRST QUARTER

Introduction to the Small Business Management Course

Chapters 1, 2, 3

Unit 1: What Business Do You Want to Start?

- Entrepreneurs Recognize Opportunities
- The Business Plan: Road Map to Success
- Creating Business from Opportunity

Chapters 4, 5, 6

Unit 2: Who Are Your Customers?

- Exploring Your Market
- Developing the Right Marketing Mix
- Smart Selling and Effective Customer Service

Chapters 7, 8

Unit 3: Show Me the Money!: Finding, Securing, and Managing It

- Understanding and Managing Start-Up, Fixed, and Variable Costs
- Using Financial Statements to Guide a Business

SECOND QUARTER

Chapters 9, 10

Unit 3: Show Me the Money!: Finding, Securing, and Managing It (continued)

- Cash Flow and Taxes
- Financing Strategy: Debt, Equity, or Both?

Chapters 11, 12, 13

Unit 4: Operating a Small Business Effectively

- Addressing Legal Issues and Managing Risk
- Operating for Success
- Management, Leadership, and Ethics

Chapter 14

Unit 5: What You Need to Know to Grow and Go

- Franchising, Licensing, and Harvesting: Cashing in Your Brand

Business Plan / Presentations

Business Plan

- Submit final plan document
- Presentations

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

Periodic evaluations will take place during each marking period. During the first marking period, the instructor will explain his/her grading procedures to the class. Students will earn a grade for each marking period. The grade for the course will be calculated as 40% for each marking period and 20% for the final exam.

MINIMUM PROFICIENCY

In order to pass Small Business Management for the semester with the minimum grade of "D," a student must: Have a grade of 65% or greater when the four marking period grades are averaged together as stated above.

In order to earn college credit, a student must: be enrolled in the High School Scholars program, and receive a grade of a 70% or better.

Grades are determined as follows:

Quizzes – 20%

Unit Tests – 30%

Unit Projects incl. Business Plan – 30%

Classwork (incl. Case Studies, Do Nows, Closure, Participation) – 20%

SPORTS AND ENTERTAINMENT MARKETING

Content: Business

Course Description: Students will focus on marketing principles as they deal specifically in the industries of sports and entertainment. This class will take a look at factors that have contributed to the growth of this industry; areas such as licensing, naming rights, merchandising, sponsorship, endorsements, and publicity will be explored. Students will plan and execute a major sports or entertainment project during the semester and research career opportunities in these fields.

Unit #1 Title: Marketing & Sports

Unit Summary: This unit will cover the following topics:

- Chapter 1 – Sports & Entertainment Marketing
- Chapter 2 – Sports & Entertainment Connections & Contrasts
- Chapter 3 – Sports Products
- Chapter 4 – Product Design

Primary interdisciplinary connections:

- Language Arts Literacy through speaking, writing, listening, and media literacy.
- Mathematics through the use of processes to solve problems and communicate ideas.
- Social Studies through problem solving, civics, democratic principles, and economic applications.

21st century themes:

Technology:

- Use various software programs including Microsoft Word, PowerPoint, and Excel.
- Prepare and deliver presentations using the LCD projector and SmartBoard.
- Use search engines, websites, and computer applications to gather and organize information and to solve problems.
- Use digital video and still cameras for hands-on project work and creative idea brainstorming.

Character Education (Core Values):

- Recognize the importance of sound decision making, personal goals, ethics, social responsibility, and financial well-being.
- Gain an appreciation of individuality, integrity, responsibility, cooperation, and accept individual differences.

Career:

- Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- Demonstrate critical life skills in order to be functional members of society.
- Recognize the challenges of entrepreneurs.

Unit Rationale:

Students will examine and review the basic principles of marketing, including demographics and the marketing mix, with special emphasis on sports and entertainment marketing. Students will examine the history and background of sports and entertainment marketing and the legal issues and business risks. Students will be introduced to sports marketing with a history of the business, as well as an overview of the many categories of sports. Students will also understand who sports consumers are and examine the variety of sports that generate sports goods and services and how those goods and services impact the economy.

Learning Targets- Standards

Common Core State Standards for English Language Arts

- College and Career Readiness Anchor Standards for Reading
- College and Career Readiness Anchor Standards for Writing
- College and Career Readiness Anchor Standards for Speaking and Listening
- College and Career Readiness Anchor Standards for Language

Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- College and Career Readiness Anchor Standards for Reading
- College and Career Readiness Anchor Standards for Writing

Common Core State Standards for Mathematics

- Mathematics, High School—Number and Quantity
- Mathematics, High School—Functions
- Mathematics, High School—Modeling

State Standards:

- STANDARD 3.2 (Writing) All students will write clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that content and form for different audiences and purposes.
- STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations
- STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.
- STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
- STANDARD 6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

- STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.
- STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Content Statements and Cumulative Progress Indicators (CPIs)

3.2.12.A.4

Review and edit work for spelling, usage, clarity, and fluency.

3.2.12.A.5

Use the computer and word-processing software to compose, review, edit, and publish a piece.

3.2.12.B.10

Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation).

3.2.12.C.1

Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.

3.2.12.D.6

Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters, and college applications.

3.3.12.A.3

Assume leadership roles in student-directed discussions, projects, and forums.

3.3.12.D.1

Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, personal expression).

3.3.12.D.3

Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking.

3.3.12.D.6

Use a rubric to self-assess and improve oral presentations.

3.4.12.B.1

Listen to summarize, make judgments, and evaluate.

3.5.12.A.3

Identify and select media forms appropriate for the viewer's purpose.

3.5.12.B.2

Compare and contrast three or more media sources.

3.5.12.C.3

Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages.

6.1.12.A.2

Formulate questions and hypotheses from multiple perspectives, using multiple sources.

6.2.12.E.13

Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.

8.1.12.A.1

Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.

8.1.12.A.5

Produce a multimedia project using text, graphics, moving images, and sound.

8.1.12.B.8

Compose, send, and organize e-mail messages with and without attachments.

8.1.12.B.9

Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.

9.1.12.A.1

Re-evaluate personal interests, abilities, and skills through various measures including self-assessments

9.1.12.A.2

Evaluate academic and career skills needed in various career clusters.

9.1.12.B.1

Assess personal qualities that are needed to obtain and retain a job related to career clusters.

9.1.12.B.2

Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.

9.1.12.B.5

Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.

9.2.12.A.3

Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.

9.2.12.B.2

Apply project planning and management skills in academic and/or occupational settings.

9.2.12.C.2

Communicate effectively in a variety of settings with a diverse group of people.

9.2.12.E.1

Analyze factors that influence gross and net income.

9.2.12.E.5

Use comparative shopping techniques for the acquisition of goods and services.

9.2.12.E.6

Analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions.

Unit Essential Questions

- What are demographics?
- What is the goal of marketing?
- How do consumers purchase sports and entertainment goods and services?
- How are the 4 P's of Marketing used to determine a marketing mix?
- What are the characteristics of a sports consumer?
- How is a SWOT analysis used in product and pricing decisions?

- What are the steps to develop a new product?
- What pricing strategies can be used for sports products and services?

Unit Enduring Understandings

- Demographics are essential to determining a target market.
- The goal of marketing is to develop goods and services to satisfy consumers' needs and wants.
- Discretionary income is used to purchase sports and entertainment goods and services.
- The 4 P's of the marketing are product, price, place and promotion.
- A sports consumer is someone who may play, officiate, watch, or listen to sports, or read, use, purchase, and/or collect items related to sports.
- Sports products can be tangible (goods) or intangible (services).
- A SWOT analysis is an analysis of a competitor's strengths, weaknesses, opportunities and threats.
- The price strategy selected for a good or service determines a company's profit or loss.

Unit Objectives

Students will know and be able to...

- Define marketing
- Explain the marketing concept
- Define demographics
- Explain the marketing mix
- Discuss the history of sports and entertainment marketing
- Define consumers and understand discretionary income
- Explain the "4 P's" of marketing
- Discuss the impact of sports and entertainment history on today's markets
- Define the sports consumer
- Explain market segmentation
- Identify sports products
- Explain the difference between sports goods and services
- Differentiate between the product line and product mix.
- Differentiate between a product item and product line
- Classify products as consumer goods or business goods
- Explain the seven steps in developing a new product
- Identify the stages in a product's life cycle
- Define price and the role it plays in determining profit
- Describe the factors that affect pricing decisions
- Identify pricing strategies

Evidence of Learning

- Formative Assessments
- Class Participation
- Chapter Quizzes
- Power Point Projects
- Chapter Projects
- Homework

- Class work
- Case Studies
- Do-Now Assignments
- Closure Assignments
- Review Assignments

Summative Assessments

- Final Exam

Lesson Plans & Pacing

Course Overview, Procedures, and Expectations- 1 block

Chapter 1: Sports & Entertainment Marketing- 1 block

Chapter 2: Sports & Entertainment Connections and Contrasts- 1 block

Chapter 1-2 Project- 2 blocks

Chapter 3: Sports Products- 1 block

Chapter 4.1: Product Design- 1 block

Chapter 4.2: Pricing- 1 block

Chapter 3-4 Project- 3 blocks

Unit Resources

News Websites When Applicable to Class Content:

<http://sports.yahoo.com>

<http://www.espn.com>

<http://www.billboard.com>

Technologies:

Computer Lab

Library Reference Materials

SMART Board

Text:

Glencoe Marketing Series: Sports & Entertainment Marketing

Videos:

Instructional videos on www.hulu.com & www.netflix.com

See SCOPA plans for specific lesson resources.

Unit #2 Title: Sports Marketing Mix

Unit Summary: This unit will cover the following topics:

- Chapter 5 – Sports Promotion
- Chapter 6 – Sports Marketing Careers

Primary Interdisciplinary Connections:

- Language Arts Literacy through speaking, writing, listening, and media literacy.
- Mathematics through the use of processes to solve problems and communicate ideas.
- Social Studies through problem solving, civics, democratic principles, and economic applications.

21st Century Themes:

Technology:

- Use various software programs including Microsoft Word, PowerPoint, and Excel.
- Prepare and deliver presentations using the LCD projector and SmartBoard.
- Use search engines, websites, and computer applications to gather and organize information and to solve problems.
- Use digital video and still cameras for hands-on project work and creative idea brainstorming.

Character Education (Core Values):

- Recognize the importance of sound decision making, personal goals, ethics, social responsibility, and financial well-being.
- Gain an appreciation of individuality, integrity, responsibility, cooperation, and accept individual differences.

Career:

- Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- Demonstrate critical life skills in order to be functional members of society.
- Recognize the challenges of entrepreneurs.

Unit Rationale:

Students will examine and review how a marketing mix strategy is used to market the goods and services offered by the sports industry, focusing on all of the components of the marketing mix. Students will learn how pricing and placing considerations are applied to sports products, as well as promotional methods and media marketing. Students will also learn about careers in sports marketing.

Learning Targets- Standards

Common Core State Standards for English Language Arts

- College and Career Readiness Anchor Standards for Reading
- College and Career Readiness Anchor Standards for Writing
- College and Career Readiness Anchor Standards for Speaking and Listening
- College and Career Readiness Anchor Standards for Language

Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- College and Career Readiness Anchor Standards for Reading
- College and Career Readiness Anchor Standards for Writing

Common Core State Standards for Mathematics

- Mathematics, High School—Number and Quantity
- Mathematics, High School—Functions
- Mathematics, High School—Modeling

State Standards:

- STANDARD 3.2 (Writing) All students will write clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that content and form for different audiences and purposes.
- STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations
- STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.
- STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
- STANDARD 6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
- STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.
- STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Content Statements and Cumulative Progress Indicators (CPIs)

3.2.12.A.4

Review and edit work for spelling, usage, clarity, and fluency.

3.2.12.A.5

Use the computer and word-processing software to compose, review, edit, and publish a piece.

3.2.12.B.10

Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation).

3.2.12.C.1

Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.

3.2.12.D.6

Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters, and college applications.

3.3.12.A.3

Assume leadership roles in student-directed discussions, projects, and forums.

3.3.12.D.1

Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, personal expression).

3.3.12.D.3

Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking.

3.3.12.D.6

Use a rubric to self-assess and improve oral presentations.

3.4.12.B.1

Listen to summarize, make judgments, and evaluate.

3.5.12.A.3

Identify and select media forms appropriate for the viewer's purpose.

3.5.12.B.2

Compare and contrast three or more media sources.

3.5.12.C.3

Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages.

6.1.12.A.2

Formulate questions and hypotheses from multiple perspectives, using multiple sources.

6.2.12.E.13

Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.

8.1.12.A.1

Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.

8.1.12.A.5

Produce a multimedia project using text, graphics, moving images, and sound.

8.1.12.B.8

Compose, send, and organize e-mail messages with and without attachments.

8.1.12.B.9

Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.

9.1.12.A.1

Re-evaluate personal interests, abilities, and skills through various measures including self-assessments

9.1.12.A.2

Evaluate academic and career skills needed in various career clusters.

9.1.12.B.1

Assess personal qualities that are needed to obtain and retain a job related to career clusters.

9.1.12.B.2

Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.

9.1.12.B.5

Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.

9.2.12.A.3

Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.

9.2.12.B.2

Apply project planning and management skills in academic and/or occupational settings.

9.2.12.C.2

Communicate effectively in a variety of settings with a diverse group of people.

9.2.12.E.1

Analyze factors that influence gross and net income.

9.2.12.E.5

Use comparative shopping techniques for the acquisition of goods and services.

9.2.12.E.6

Analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions.

Unit Essential Questions

- What is the difference between business and consumer goods?
- What is a point of difference?
- How do product managers use knowledge of the product life cycle?
- What is a promotional mix?
- Why do marketers use sales promotions?
- How does publicity affect businesses in sports marketing?
- What types of career opportunities exist in sports marketing?

Unit Enduring Understandings

- Consumer goods are purchased by consumers for personal use
- Business goods are purchased by organizations for use in their operations.
- A point of difference is what makes a product unique and sets it apart from competitors.
- Product managers use the product life cycle to identify if a product needs to be modified, marketed, or repositioned.
- A promotional mix is any combination of advertising, sales promotion, publicity, direct marketing, and personal selling
- Sales promotion is a short-term incentive to get excited and interested enough to become customers and buy a product.
- Publicity can positively or negatively affect a business when trying to market products to consumers.

Unit Objectives

Students will know and be able to...

- Define event marketing
- Explain promotion and the promotional mix in sports marketing
- Identify the roles of advertising and sales promotion in sports marketing
- Describe the use of technology in promotion
- Identify the roles of public relations and personal selling in sports marketing
- Explain the types and steps of selling
- Discuss the diversity of career and employment opportunities in sports marketing

Evidence of Learning

Formative Assessments

- Class Participation
- Chapter Quizzes
- Power Point Projects
- Chapter Projects
- Homework
- Class work
- Case Studies
- Do-Now Assignments
- Closure Assignments
- Review Assignments

Summative Assessment

- Final Exam

Lesson Plans & Pacing

Ch. 5.1 – Promotion- 1 block

Ch. 5.2 – Advertising- 1 block

Ch. 5.3 – Public Relations- 1 block

Commercial Project- 4 blocks

Sports Marketing Current Events-1 block

Ch. 6 – Sports Careers-1 block

Sports Careers Project- 3 blocks

Sports Marketing Movie- 1 block

Unit Resources

News Websites When Applicable to Class Content:

<http://sports.yahoo.com>

<http://www.espn.com>

<http://www.billboard.com>

Technologies:

Computer Lab

Library Reference Materials

SMART Board

Text:

Glencoe Marketing Series: [Sports & Entertainment Marketing](#)

Videos:

Instructional videos on www.hulu.com & www.netflix.com

See SCOPA plans for specific lesson resources.

Unit #3 Title: Marketing & Entertainment

Unit Summary: This unit will cover the following topics:

- Chapter 7 – The Entertainment Market
- Chapter 8 – Types of Entertainment Businesses
- Chapter 9 – Entertainment Products

Primary interdisciplinary connections:

- Language Arts Literacy through speaking, writing, listening, and media literacy.
- Mathematics through the use of processes to solve problems and communicate ideas.
- Social Studies through problem solving, civics, democratic principles, and economic applications.

21st century themes:

Technology:

- Use various software programs including Microsoft Word, PowerPoint, and Excel.
- Prepare and deliver presentations using the LCD projector and SmartBoard.
- Use search engines, websites, and computer applications to gather and organize information and to solve problems.
- Use digital video and still cameras for hands-on project work and creative idea brainstorming.

Character Education (Core Values):

- Recognize the importance of sound decision making, personal goals, ethics, social responsibility, and financial well-being.
- Gain an appreciation of individuality, integrity, responsibility, cooperation, and accept individual differences.

Career:

- Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- Demonstrate critical life skills in order to be functional members of society.
- Recognize the challenges of entrepreneurs.

Unit Rationale:

Students will examine and review the diverse world of entertainment and entertainment products, from musical stage shows to the latest video game. Students will focus on entertainment marketing for these products as well as the different types of business that operate in the entertainment industry. Students will also examine entertainment goods and services and how each product is marketed by using media to best reach the audience and consumers of entertainment.

Learning Targets- Standards

Common Core State Standards for English Language Arts

- College and Career Readiness Anchor Standards for Reading
- College and Career Readiness Anchor Standards for Writing
- College and Career Readiness Anchor Standards for Speaking and Listening
- College and Career Readiness Anchor Standards for Language

Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- College and Career Readiness Anchor Standards for Reading
- College and Career Readiness Anchor Standards for Writing

Common Core State Standards for Mathematics

- Mathematics, High School—Number and Quantity
- Mathematics, High School—Functions
 - Mathematics, High School—Modeling

State Standards:

- STANDARD 3.2 (Writing) All students will write clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that content and form for different audiences and purposes.
- STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations
- STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.
- STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
- STANDARD 6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
- STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.
- STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Content Statements and Cumulative Progress Indicator (CPIs)

3.2.12.A.4

Review and edit work for spelling, usage, clarity, and fluency.

3.2.12.A.5

Use the computer and word-processing software to compose, review, edit, and publish a piece.

3.2.12.B.10

Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation).

3.2.12.C.1

Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.

3.2.12.D.6

Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters, and college applications.

3.3.12.A.3

Assume leadership roles in student-directed discussions, projects, and forums.

3.3.12.D.1

Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, personal expression).

3.3.12.D.3

Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking.

3.3.12.D.6

Use a rubric to self-assess and improve oral presentations.

3.4.12.B.1

Listen to summarize, make judgments, and evaluate.

3.5.12.A.3

Identify and select media forms appropriate for the viewer's purpose.

3.5.12.B.2

Compare and contrast three or more media sources.

3.5.12.C.3

Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages.

6.1.12.A.2

Formulate questions and hypotheses from multiple perspectives, using multiple sources.

6.2.12.E.13

Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.

8.1.12.A.1

Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.

8.1.12.A.5

Produce a multimedia project using text, graphics, moving images, and sound.

8.1.12.B.8

Compose, send, and organize e-mail messages with and without attachments.

8.1.12.B.9

Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.

9.1.12.A.1

Re-evaluate personal interests, abilities, and skills through various measures including self-assessments

9.1.12.A.2

Evaluate academic and career skills needed in various career clusters.

9.1.12.B.1

Assess personal qualities that are needed to obtain and retain a job related to career clusters.

9.1.12.B.2

Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.

9.1.12.B.5

Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.

9.2.12.A.3

Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.

9.2.12.B.2

Apply project planning and management skills in academic and/or occupational settings.

9.2.12.C.2

Communicate effectively in a variety of settings with a diverse group of people.

9.2.12.E.1

Analyze factors that influence gross and net income.

9.2.12.E.5

Use comparative shopping techniques for the acquisition of goods and services.

9.2.12.E.6

Analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions.

Unit Essential Questions

- What is entertainment marketing?
- What are entertainment products influenced by?
- When do consumers enjoy entertainment products?
- How do feature films make a profit?
- What companies control the entertainment market?
- What is location-based entertainment?
- Why is impulse spending important to entertainment marketing?
- How do film studios and exhibitors come together to earn profits?

Unit Enduring Understandings

- Entertainment marketing is the processes used to satisfy consumers' needs and wants with entertainment goods and services.
- Entertainment products are influenced by celebrities, fads, and the media
- Consumers look to purchase entertainment products and services to fill leisure time.
- Feature films make a profit when they pass their break-even point; many films do not break-even.
- Media conglomerates, such as The Walt Disney Company, control most of the entertainment products produced.
- Consumers must travel to a specific location to enjoy theme parks, or location-based entertainment.

- Film studios and exhibitors use trailers to create interest in new movies.

Unit Objectives

Students will know and be able to...

- Define entertainment marketing
- Identify different types of entertainment media
- Explain the economics of entertainment marketing
- Discuss the global impact of entertainment marketing
- Explain the types of businesses in the entertainment industry
- Identify forms of entertainment marketed to consumers
- Identify types of entertainment products
- Define evergreen products
- Describe location-based entertainment (LBE)
- Explain the significance of impulse spending
- Explain why marketing is involved in entertainment product development
- Discuss the difference between primary and secondary markets
- Explain the importance of programming

Evidence of Learning

Formative Assessments

- Class Participation
- Chapter Quizzes
- Power Point Projects
- Chapter Projects
- Homework
- Class work
- Case Studies
- Do-Now Assignments
- Closure Assignments
- Review Assignments

Summative Assessments

- Final Exam

Lesson Plans & Pacing

Ch. 7.1 – Entertainment & Marketing

1 block

Ch. 7.2 – The Economics of Entertainment

1 block

Ch. 8 – Types of Entertainment Businesses

1 block

Ch. 9.1 – Types of Entertainment Products

1 block

Theme Park Project

4 blocks

Ch. 9.2 – Media Products Marketing

1 block

Promotional Poster Project

2 blocks

Teacher Notes:

Unit Resources

News Websites When Applicable to Class Content:

<http://sports.yahoo.com>

<http://www.espn.com>

<http://www.billboard.com>

Technologies:

Computer Lab

Library Reference Materials

SMART Board

Text:

Glencoe Marketing Series: Sports & Entertainment Marketing

Videos:

Instructional videos on www.hulu.com & www.netflix.com

See SCOPA plans for specific lesson resources.

Unit 4

Unit Title: Entertainment Marketing Mix

Unit Summary: This unit will cover the following topics:

- Chapter 10 – Pricing & Branding
- Chapter 11 – Licensing & Royalties
- Chapter 12 – Promotion

Primary interdisciplinary connections:

- Language Arts Literacy through speaking, writing, listening, and media literacy.
- Mathematics through the use of processes to solve problems and communicate ideas.
- Social Studies through problem solving, civics, democratic principles, and economic applications.

21st century themes:

Technology:

- Use various software programs including Microsoft Word, PowerPoint, and Excel.
- Prepare and deliver presentations using the LCD projector and SmartBoard.
- Use search engines, websites, and computer applications to gather and organize information and to solve problems.
- Use digital video and still cameras for hands-on project work and creative idea brainstorming.

Character Education (Core Values):

- Recognize the importance of sound decision making, personal goals, ethics, social responsibility, and financial well-being.
- Gain an appreciation of individuality, integrity, responsibility, cooperation, and accept individual differences.

Career:

- Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- Demonstrate critical life skills in order to be functional members of society.
- Recognize the challenges of entrepreneurs.

Unit Rationale:

Students will examine and review strategies for developing marketing plans for entertainment products, specifically with regards to the elements of the marketing mix, including the Four Ps of

the marketing mix – product, price, place and promotion. Students will also learn about licensing, royalties, and how entertainment products are promoted and advertised.

Learning Targets- Standards

Common Core State Standards for English Language Arts

- College and Career Readiness Anchor Standards for Reading
- College and Career Readiness Anchor Standards for Writing
- College and Career Readiness Anchor Standards for Speaking and Listening
- College and Career Readiness Anchor Standards for Language

Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- College and Career Readiness Anchor Standards for Reading
- College and Career Readiness Anchor Standards for Writing

Common Core State Standards for Mathematics

- Mathematics, High School—Number and Quantity
- Mathematics, High School—Functions

Mathematics, High School—Modeling

State Standards:

- STANDARD 3.2 (Writing) All students will write clear, concise, organized language that varies in content and form for different audiences and purposes.
- STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that content and form for different audiences and purposes.
- STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations
- STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.
- STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
- STANDARD 6.2 (Civics) All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.
- STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.
- STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
- STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Content Statements and Cumulative Progress Indicators (CPIs)

3.2.12.A.4

Review and edit work for spelling, usage, clarity, and fluency.

3.2.12.A.5

Use the computer and word-processing software to compose, review, edit, and publish a piece.

3.2.12.B.10

Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation).

3.2.12.C.1

Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.

3.2.12.D.6

Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters, and college applications.

3.3.12.A.3

Assume leadership roles in student-directed discussions, projects, and forums.

3.3.12.D.1

Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, personal expression).

3.3.12.D.3

Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking.

3.3.12.D.6

Use a rubric to self-assess and improve oral presentations.

3.4.12.B.1

Listen to summarize, make judgments, and evaluate.

3.5.12.A.3

Identify and select media forms appropriate for the viewer's purpose.

3.5.12.B.2

Compare and contrast three or more media sources.

3.5.12.C.3

Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages.

6.1.12.A.2

Formulate questions and hypotheses from multiple perspectives, using multiple sources.

6.2.12.E.13

Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.

8.1.12.A.1

Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.

8.1.12.A.5

Produce a multimedia project using text, graphics, moving images, and sound.

8.1.12.B.8

Compose, send, and organize e-mail messages with and without attachments.

8.1.12.B.9

Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.

9.1.12.A.1

Re-evaluate personal interests, abilities, and skills through various measures including self assessments.

9.1.12.A.2

Evaluate academic and career skills needed in various career clusters.

9.1.12.B.1

Assess personal qualities that are needed to obtain and retain a job related to career clusters.

9.1.12.B.2

Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.

9.1.12.B.5

Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.

9.2.12.A.3

Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.

9.2.12.B.2

Apply project planning and management skills in academic and/or occupational settings.

9.2.12.C.2

Communicate effectively in a variety of settings with a diverse group of people.

9.2.12.E.1

Analyze factors that influence gross and net income.

9.2.12.E.5

Use comparative shopping techniques for the acquisition of goods and services.

9.2.12.E.6

Analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions.

Unit Essential Questions

- How do marketers use brand identity?
- Do celebrities develop their own brand identity?
- What factors do companies consider when setting a price for goods or services?
- Who is negatively affected from illegal downloading?
- What promotional methods are used in entertainment marketing?

Unit Enduring Understandings

- When consumers identify with a brand, they are more likely to purchase the goods or services associated with the brand.
- Celebrities themselves are brands, and partner with companies to develop brand extensions.
- Companies consider gross profit, net profit, and profit margins to determine the price at which a good or service must be sold.
- Musicians, record companies, and all of the workers hired by these parties are affected negatively from illegal downloading of music.
- Entertainment marketers use a combination of promotional methods, such as media and non-media advertising to promote products.

Unit Objectives

Students will know and be able to...

- Explain entertainment brand identity, brand marks, and trademarks
- Identify brand strategies used by entertainment companies
- Explain how celebrities are brands
- Define gross profit and net profit
- Identify different pricing goals
- Identify factors that determine CD and concert ticket prices
- Explain the importance of entertainment product licensing
- Explain aspects of royalties
- Explain the promotional mix in entertainment marketing
- Discuss the importance of public relations in entertainment marketing
- Explain personal selling and promotions in entertainment marketing
- Compare media and non-media advertisements
- Describe how other promotional methods are used in entertainment marketing
- Explain the importance of researching diverse markets

Evidence of Learning

Formative Assessments

- Class Participation
- Chapter Quizzes
- Power Point Projects
- Chapter Projects
- Homework
- Class work
- Case Studies
- Do-Now Assignments
- Closure Assignments
- Review Assignments

Summative Assessments

- Final Exam

Lesson Plans & Pacing

Ch. 10 – Pricing & Branding

1-2 blocks

Entertainer Website Project

2 blocks

Ch. 11 – Licensing & Royalties

1 block

Movie Promotion Project

2 blocks

Final Exam Review

1 block

Final Exam

1 block

Teacher Notes:

Unit Resources

News Websites When Applicable to Class Content:

<http://sports.yahoo.com>

<http://www.espn.com>

<http://www.billboard.com>

Technologies:

Computer Lab

Library Reference Materials

SMART Board

Text:

Glencoe Marketing Series: Sports & Entertainment Marketing

Videos:

Instructional videos on www.hulu.com & www.netflix.com

See SCOPA plans for specific lesson resources.

South Brunswick School District



DISTRICT APPENDIX

There are the various strands that cross content.

They have relevance to every curricular area and all grade levels.

The strands are interwoven into content and integrated into instruction.

They do not stand alone.

A synopsis of each strand is included in this document.

The full SBSB K-12 District Appendix, with detailed information about each strand,
can be found as a separate document.

Topics

Teaching for the 21st Century

Educational Technology Standards

21st Century Life and Career Education Skills

Character Education

Differentiation

Understanding by Design (UbD): "Reader's Digest" Version

Topic

Teaching for the 21st Century:**What does this mean and how do you do it?**

Students need to gain skills that will enable them to learn on their own, think critically and creatively, and apply knowledge to new situations. An emphasis needs to be placed on problem solving, teamwork skills, global awareness, and proficiency in using technology. Students need to learn to collaborate and work on authentic problems that they will likely encounter in their future careers. This section will outline what this means and how you “teach” for the 21st century: Elementary, Middle and High.

Tools for the 21st Century:**Life, Careers, and Digital Environments**

21st Century Life and Career Education Skills and Educational Technology Skills outline the NJ Core Curriculum Content Standards for these areas that align with PK-12 learning.

These standards are written into the curriculum documents for all areas of content—English Language Arts, Mathematics, Science, Social Studies, PE/Health Education, Visual Art, Music, World Language and Library-Media. They are integrated into curriculum and instruction in places where it is relevant and meaningful to do so, and in ways that enhance learning. You will see these integrations explicitly noted in the curriculum guides: Elementary, Middle and High.

Character Education:**Safe and Caring Learning Communities**

South Brunswick takes an “approach” to character education that fosters the social, emotional and academic growth of each child. The intent is to create a safe and caring community while building life skills based on the five core values (CARES):

- C Cooperation
- A Assertion
- R Responsibility (and Respect)
- E Empathy
- S Self-Control

For over ten years, the K-5 teachers have been trained in and have followed the *Responsive Classroom (RC)* approach.

The middle school teachers have studied and/or been trained in the *Developmental Designs (DD)* approach to character education.

The high school approach has been named “Strive for Five” and includes an annual theme with related activities to bring Character Education to the forefront. There is always a service-learning

project connected to the theme. In addition, the high school also follows the *Institute of Excellence and Ethics* (IEE) approach. The IEE approach allows for explicit teaching of Character Education through a series of multimedia lessons that are embedded into the students' schedules.

Differentiation

Differentiation of instruction is a deliberate and conscious method of planning and teaching that provides multiple avenues of learning. It means different challenges to different students. It is characterized by strategies that use an assessment of each individual student for readiness, interest and learning style to modify instruction in three ways: by content, process and product.

In this document, there is a brief description of several approaches and methods that have long been utilized in South Brunswick to meet the differentiated needs of students within the classroom.

- Bloom's Taxonomy
- Gardner's Multiple Intelligences
- Learning Styles
- Inclusion Classrooms
- Kagan Cooperative Learning
- Principles of Differentiation

It is expected that classroom instruction will be differentiated. This expectation is predicated upon the belief or disposition that "all students can learn."

Understanding by Design

For nearly two decades, the South Brunswick School District has held much value in the Understanding by Design (UbD) or Backward Design model of curriculum writing by Grant Wiggins. This model and the process of curriculum development, has been used in the district for many years. The curriculum template—which was recommended by the State of NJ and adopted/adapted by the District, includes elements of the UbD approach.)

You will note that in every curricular area, we begin with the end in mind (that is, the big idea). Enduring understandings, essential questions and performance assessments—all based on standards- - are used in the process of curriculum development.

With this being said, it is not only important to understand the process of UbD, but also how to implement curriculum designed in such a way.

A brief overview of how to use Understanding by Design in delivering curriculum is included in the Appendix.