

Microsoft Office: Academic

Grade Level	9, 10, 11, 12
Course Number	505
Subject Area	Business Education

Course Description

This course will explain and illustrate how to perform the various functions in each of the Microsoft applications. Each exercise will contain notes, illustrations, application problems, step-by-step directions and illustrations of keystrokes or mouse actions. The following software applications will be covered: a) Microsoft Word; b) Access; c) Excel; and, d) PowerPoint. An integration section includes “OLE (Object Linking and Embedding) and challenging activities that require integrating files from several programs in the office suite.

Content Standards

Instructional Technology Standards

Standard 1. Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity.

Standard 2. Demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media

Standard 3. Demonstrate ability to use technology for research, problem-solving, and communication. Students locate, evaluate, collect, and process information from a variety of electronic sources. Students use telecommunications and other media to interact or collaborate with peers, experts, and other audiences.

The National Standards for Business Education

- Because *all* students will participate in the economic system, all students need to be literate in business and economics.
- Because *all* students will encounter a business environment that is characterized by diversity—both domestic and international—all students need to practice the interpersonal, teamwork, and leadership skills that will help them function successfully in that environment.
- Because *all* students will use technology as a tool for managing information, all students need to hone the lifelong learning skills that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling.
- Technology has accelerated the pace and frequency of change not only in business but also in life. Today, life and work activities tend to overlap. This trend is likely to continue and will require more sophisticated decision-making in all spheres.

Reading Standards

2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information present in a text by paraphrasing them in simpler but still accurate term.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4. Determine the meaning of symbols, key terms, and other domain-specific scientific or technical context relevant to grades.

Writing Standards

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Essential Questions

How does Microsoft Word assist the user in communicating professionally, efficiently, and effectively?

How does Microsoft Excel streamline the computation, collection and summarizing of data?

Why is Microsoft Access a useful tool for organizing and sorting data?

What can Microsoft PowerPoint do to enhance presentations?

Enduring Understandings

Students will learn how to use:

- Microsoft Word
- Microsoft Excel
- Microsoft Access
- Microsoft PowerPoint

Evidence of Understanding

Students will:

- Demonstrate an understanding of Word, Excel, Access, and PowerPoint applications
- Be able to follow written and oral directions
- Demonstrate an ability to proofread
- Know the ethics involved when working on computer projects

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Microsoft Word Basics	<ul style="list-style-type: none"> • What is Word used for? 	<ul style="list-style-type: none"> • Start and exit Word • Create and save Word documents • Open and edit Word documents • Print Word documents 	Quizzes and Tests Performance tasks/projects
Effectively format and edit in Word	<ul style="list-style-type: none"> • What are some of Word's most useful tools to enhance and perfect a document? 	<ul style="list-style-type: none"> • Make text alignments and enhancements • Be able to format and edit documents • Demonstrate advanced formatting procedures • Format multiple-page documents efficiently 	Quizzes and Tests Performance tasks/projects
Organize data within a Word document	<ul style="list-style-type: none"> • How can tables be implemented in a Word document? 	<ul style="list-style-type: none"> • Demonstrate the ability to use columns and tables • Calculate and sort 	Quizzes and Tests Performance tasks/projects

		data effectively	
Word and other Microsoft products	<ul style="list-style-type: none"> • How can Word be used with other Microsoft software applications? 	<ul style="list-style-type: none"> • Export Word documents into files created in other applications • Import files created in other applications into a Word document 	Quizzes and Tests Performance tasks/projects
Microsoft Excel Basics	<ul style="list-style-type: none"> • What is Excel? • What is Excel used for? 	<ul style="list-style-type: none"> • Start and exit Excel. • Define terms related to Microsoft Excel basic components and features • Use and identify the physical components of the computer that are used with Excel • Define toolbars, dialog box options and task panes • Use the “Go To” command, Name Box, and Keyboard Shortcuts 	Quizzes and Tests Performance tasks/projects
Key Worksheet Procedures in Excel	<ul style="list-style-type: none"> • How is data entered and stored in Excel? 	<ul style="list-style-type: none"> • Enter labels and use smart tags. • Start a new workbook. • Move between and arrange workbooks. • Change workbook properties. • Enter numeric labels and values. • Change data alignment. • Use “autocomplete”, “pick from list”, and correction tools. • Save workbooks, protect against macro viruses and email files. 	Quizzes and Tests Performance tasks/projects

Use formulas and functions in Excel	<ul style="list-style-type: none"> What are some of Excel's most useful formulas? 	<ul style="list-style-type: none"> Use mathematical and natural language formulas. Copy data and formulas. Become familiar with ranges. Use functions and templates. 	Quizzes and Tests Performance tasks/projects
Perform Common Tasks in Excel	<ul style="list-style-type: none"> How can data be formatted in Excel? 	<ul style="list-style-type: none"> Format data. Format cells. Format sheets. Perform date calculations. Search for files. Create a series. 	Quizzes and Tests Performance tasks/projects
Print A Worksheet in Excel	<ul style="list-style-type: none"> What aspects of a worksheet can be printed? 	<ul style="list-style-type: none"> Preview and quickly print specific parts of a worksheet. Insert page breaks, headers and footers. 	Quizzes and Tests Performance tasks/projects
Getting Started with Microsoft Access	<ul style="list-style-type: none"> What types of data storage is Access used for? 	<ul style="list-style-type: none"> Define what Access is and what a database is used for. Become familiar with how databases are organized with reference to tables. Navigate, sort, edit, create and save databases in Access. Create Tables. Convert between Access File Formats 	Quizzes and Tests Performance tasks/projects
Working with Tables and Datasheets in Access	<ul style="list-style-type: none"> How can data / tables be edited? 	<ul style="list-style-type: none"> Open a table for editing in table design view. Rename, add, delete, and reorder fields. Change field properties. Move objects in a database. Relate tables. Enforce referential integrity. 	Quizzes and Tests Performance tasks/projects

		<ul style="list-style-type: none"> Set subdatasheets 	
Create, Save, and Print a Presentation using Microsoft PowerPoint	<ul style="list-style-type: none"> What is Microsoft PowerPoint used for? 	<ul style="list-style-type: none"> Start and create a new presentation in PowerPoint. Select a slide layout Add slides, text, Clip Art, Word Art, Pictures, and objects to a presentation. Edit slides. Import / Export to Microsoft Word. 	Quizzes and Tests Performance tasks/projects
Modify and Enhance Slides in PowerPoint	<ul style="list-style-type: none"> What changes can be controlled in a Presentation? 	<ul style="list-style-type: none"> Align, change appearance and formatting of , and select text. Create a text box. Move, size, copy, and delete placeholders. Format paragraphs Edit a single slide's colors and background. Use slide and title masters in slide master view. Insert headers and footers. Customize, save and apply a template. 	Quizzes and Tests Performance tasks/projects
Work With Slide Objects in PowerPoint	<ul style="list-style-type: none"> How are Charts and Tables imported to PowerPoint 	<ul style="list-style-type: none"> Insert chart / Import Excel data. Customize chart components. Create and format tables. Insert organization charts. Modify chart components. Paste, link, and embed objects. 	Quizzes and Tests Performance tasks/projects

Microsoft Publisher: Academic

Grade Level	9, 10, 11, 12
Course Number	506
Subject Area	Business Education

Course Description

Microsoft Publisher provides the student with the ability to change ordinary typewritten text into attractive, professional looking documents using design elements. Design elements include font faces, font styles, font sizes, graphics, lines, spacing techniques, photographs and pictures. Microsoft Publisher contains many features commonly found in page layout software programs used by graphic designers. True desktop publishing requires a design background to effectively create newsletters, flyers, advertisements, brochures, menus, stationery, invitations, Web pages and much more. Each lesson will explain Microsoft Publisher concepts, provide numerous exercises to apply these concepts, and illustrates the necessary keystrokes or mouse actions to complete the application.

Content Standards

Instructional Technology Standards

Standard 1. Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity.

Standard 2. Demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media

Standard 3. Demonstrate ability to use technology for research, problem-solving, and communication. Students locate, evaluate, collect, and process information from a variety of electronic sources. Students use telecommunications and other media to interact or collaborate with peers, experts, and other audiences.

The National Standards for Business Education

- Because *all* students will participate in the economic system, all students need to be literate in business and economics.
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- Because *all* students will use technology as a tool for managing information, all students need to hone the lifelong learning skills that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling.
- Technology has accelerated the pace and frequency of change not only in business but also in life. Today, life and work activities tend to overlap. This trend is likely to continue and will require more sophisticated decision-making in all spheres.

Reading Standards

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3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
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Writing Standards

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Essential Questions

- Can you use another software program besides Publisher to create these documents?
- What do you call a document created in Microsoft Publisher?
- How would you change the magnification at which the publication appears on your screen?
- What is the importance of changing font properties?

Enduring Understandings

Students will learn how to:

- Change ordinary text into attractive documents.
- Create newsletters, flyers, advertisements, brochures, menus, stationary, and invitations.
- Use page layout software programs.

Evidence of Understanding

The students will:

- Demonstrate an understanding of Microsoft Publisher applications to produce a variety of business documents.
- Be able to follow written and oral directions
- Demonstrate proficiency in combining text, graphics, and a variety of design elements to produce creative, professional business-like documents.
- Successfully interpret and apply Publisher document designs and page layout instructions.
- Know the ethics involved when working on computer projects.
- Demonstrate adeptness in using basic, intermediate, and advanced features of Microsoft Publisher software.
- Exhibit proficiency in working with graphic images, typefaces, type styles, and type sizes.
- Demonstrate the ability to organize data and information in a clear and concise manner to produce profession documents.
- Demonstrate the ability to successfully use and apply design elements and objects to enhance the appearance of business documents.
- Demonstrate the ability to successfully complete a long-term, comprehensive real-world Publisher simulation.

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Lesson 1: Getting Stared with Publisher	<ul style="list-style-type: none"> ▪ What is the desktop publishing program you would use to create professional publications with design elements? ▪ What do you call a document created in Microsoft Publisher? ▪ How would you change the magnification at which the publication appears on your screen? ▪ Where do you open existing files from? ▪ What are the two options you would choose from the Print 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Create a Quick Publication ▪ Use the Task Pane ▪ View additional toolbar options ▪ Zoom in and out ▪ Edit text placeholder ▪ Zoom in and out ▪ Select, resize, move and delete and object ▪ Place a new text box ▪ Turn on AutoFit ▪ Insert symbols ▪ Check and set spelling 	Quizzes and Tests Performance tasks/projects

	<p>Menu when printing a rough draft?</p> <ul style="list-style-type: none"> Any character that is not a letter or number such as # or @ is called what? What is a frame plus any frames that are linked to it called? What is the temporary holding area used when moving or copying text? 	<p>options</p> <ul style="list-style-type: none"> Select, move, copy, delete text Use the undo and redo key Update personal information Insert personal information Insert current date and time Use AutoCorrect Open a file from another program Edit a Story in word. 	
Lesson 2: Changing the Design and Layout	<ul style="list-style-type: none"> Are there any problems with using/changing any of the layout options? What are the pros/cons of using “special paper” in Publisher When you should change your ruler guides? How effective is the “Master” page option in Publisher? Should you rely solely on the Design Checker for placement of your publisher document? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Change the design, color scheme, layout and font scheme Change the paper and fold type Work with special papers Show/Hide layout guides Change the Layout Guides Place ruler Guides Insert/delete pages Use the GoTo feature Work with Header/footers and page numbering Work with Master Pages and Master Sets Use the Design Checker Insert, customize, and create items for the Design Gallery. 	<p>Quizzes and Tests</p> <p>Performance tasks/projects</p>
Lesson 3: Working with Fonts and Styles	<ul style="list-style-type: none"> What is the importance of changing font properties? Is a Drop Cap just for decorative purposes only? How would you enhance your publication? What is the purpose of creating your own “Style” in Publisher? Are inserting tables the only way of using rows and columns? What are the disadvantages of deleting rows and columns in a table? When would you take advantage of turning off automatic hyphenation? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Change the font, size, style and color Change character spacing Create a Drop Cap Apply Object borders Change an object’s fill color Apply a patterned border Use BorderArt Use fill effects Set tabs/indents Create bulleted/numbered list Copy text formatting Apply/create/manage a “Style” List Import Styles from other publications 	<p>Quizzes and Tests</p> <p>Performance tasks/projects</p>

		<ul style="list-style-type: none"> ▪ Create a table ▪ Select cells and ranges ▪ Type in a table ▪ Insert/delete rows and columns ▪ Change width/height ▪ Format a table ▪ Turn off automatic hyphenation ▪ Merge cells 	
Lesson 4: Working with Pictures and WordArt	<ul style="list-style-type: none"> ▪ Does the grouping of objects change the way the document appears? ▪ How do you change the position of an AutoShape? ▪ What effects does 3-D have on an object, picture, or clipart? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Insert/format ClipArt from the ClipArt Organizer ▪ Insert a picture from a file ▪ Acquire an image from a scanner or digital camera ▪ Crop/wrap ▪ Use of AutoShapes ▪ Format lines/shape borders ▪ Fill shape/apply 3-D effects ▪ Group/ungroup objects. ▪ Create/edit/format WordArt ▪ Align/distribute/flip/rotate/nudge/layer objects ▪ Edit/Embed objects 	Quizzes and Tests Performance tasks/projects
Lesson 5: Creating Various Publications	<ul style="list-style-type: none"> ▪ What options are available using the “Wizard”? ▪ Do you have to check off the AutoFlow options in order to utilize the “Continued on next page” feature? ▪ How does the brochure feature affect the printer? ▪ Should you have an external disk drive for the “Pack and Go” option? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Experiment with the various template options ▪ Utilize the “Wizard” option ▪ Link text frames ▪ Add continued notation ▪ Complete a mail merge ▪ Merge addresses from an external file ▪ Filter and sort a merge ▪ Create a brochure using a color model, trapping, external links, embedded fonts ▪ Use Pack and Go 	Quizzes and Tests Performance tasks/projects
Lesson 6: Creating Web and E-mail Content	<ul style="list-style-type: none"> ▪ Do you need a navigation bar for a one-page Web page? ▪ How easy is the Easy Web Site builder? ▪ How do the “hot spots” enhance your document? ▪ Does the processor on your computer determine the quickness of the transfer of files? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Create an e-mail publication ▪ Insert an e-mail hyperlink ▪ Send an e-mail publication ▪ Convert a print publication to Web format ▪ Change the page width ▪ Change a Web page title 	Quizzes and Tests Performance tasks/projects

		<ul style="list-style-type: none"> ▪ Save publication as a Web page ▪ Place hot spots ▪ Simulate hot spots with AutoShapes ▪ Create a 3-page Web site ▪ Use the Easy Web Site builder ▪ Add pages manually ▪ Customize a Page Layout ▪ Customize the Navigation Bar ▪ Create a Web Form ▪ Set the Data Retrieval Method ▪ Methods of transferring Web Content to a Server ▪ Saving to a Web location ▪ Saving to an FTP Location 	
Frillio's (Free-lee-o's) Desktop Publishing Simulation	<ul style="list-style-type: none"> ▪ Is the Frillio's Web site an interactive Web site? ▪ Should students save clipart from the Web site directly into their folders? ▪ How does creativity play into the final document(s)? ▪ Does organization play an important role in completing this simulation? 	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ▪ Page layout and design ▪ Combining text and graphic images ▪ Using design elements such as borders, boxes, and shapes ▪ Using type, which will include working with typefaces (fonts), type size, and type styles ▪ Working with a variety of unique document sizes ▪ Interpreting page setup instructions ▪ Organizing information into attractive, easy-to-read professional documents ▪ Applying technical writing skills ▪ Planning ▪ Decision-making ▪ Advertising and marketing 	Quizzes and Tests Performance tasks/projects

Internet/Web Page Design: Academic

Grade Level	9, 10, 11, 12
Course Number	508
Subject Area	Business Education

Course Description

The Internet segment of this course will provide the student with the skills necessary to navigate the Internet and find the best resources available quickly and easily. In this segment students will evaluate Web sites for authority, currency, accuracy, objectivity, and coverage. Students will become familiar with search engines, meta-search engines, subject directories, and NMRLS Internet Databases. The Web Page segment of the course will show students how to create a Web page using HTML (Hyper Text Markup Language) and Microsoft Front Page. Students will create a company and personal Web pages, preview Web pages in a browser, create and insert hyperlinks, create a marquee, insert videos, graphics, files, sound, and animation.

Content Standards

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Writing Standards

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 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Essential Questions

- What was the original purpose of the Internet?
- Who is considered the “Father” of the World Wide Web?
- Why should Boolean Logic be used when searching the Internet?
- What is the “Invisible Web” and how large is it?
- How can integrating the “Big 6” help you in searching the Internet?
- How can CARRDSS help you in evaluating Web sites?

- Why should students be aware of ethical issues when using the Internet?
- What is the purpose of an Acceptable Use Policy?
- What kind of language is HTML?
- How is this language used on the Internet?
- What is the purpose of “white space” when referring to a Web Page?
- How do navigation bars and framing help to layout a Web Page?

Enduring Understandings

- Understand the definition of Acceptable Use Policies
- Be able to navigate the Internet and find the best resources available--quickly and easily
- Be able to use and understand Boolean logic and Boolean operators
- Understand the difference between meta search engines, search engines, and directories
- Be able to evaluate a Web page based on credibility, accuracy, reliability, relevance, date, sources, and scope/purpose.
- Create a company Web page, preview Web pages in a browser, create and insert hyperlinks, insert videos, graphics, files, sound, and animation
- Be able to integrate with the Internet and the other components of Office (Access, PowerPoint, and Microsoft Word).
- Examine why technology and ethics issues are important.

Evidence of Understanding

- Know the history of the Internet.
- Be able to use Microsoft Internet Explorer.
- Understand Internet terms
- Enter addresses to get to World Wide Web browsers (1.52)
- Learn about the domain structure of World Wide Web addresses for authenticity (3.14)
- Organize bookmarks into folders for further reference (1.52)
- Use hyperlinks to navigate the World Wide Web (3.18)
- Be able to use a variety of search engines (1.53)
- Be able to download files and programs for File Transfer Protocol (FTP) sites
- Delete temporary Internet Files
- Use HyperText Markup Language (HTML) and Microsoft Office to create a Web page
- Save any type of Microsoft Office document as a Web page ready to post on the World Wide Web (1.57)
- Be able to add hyperlinks to any type of document
- Create a professional-quality Web page using templates and wizards
- Use backgrounds, borders, and graphics to make Web pages more interesting and attractive
- Be able to add animation and multimedia effects such as marquees, video clips, and sound clips to Web pages
- Prepare interactive forms that let people who visit your Web site submit information to you
- Understand the importance of ethics and the Internet (2.18)
- Be able to cite electronic sources correctly. (2.20)
- Understand issues of ergonomics and practice safe use of equipment. (2.21)

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
History of the Internet	<ul style="list-style-type: none"> ▪ What was the purpose of building the Internet? ▪ Where was the Internet developed? ▪ Who is in charge of maintaining the Internet? ▪ What was the cost of building the Internet? ▪ What company backed the 	<ul style="list-style-type: none"> ▪ Students know that the Internet is a vast network of computers and smaller networks that connect them to the world. ▪ Students should know that the Internet began in 1969 as ARPAnet, a project developed by the 	History of the Internet Test

	<p>Internet?</p> <ul style="list-style-type: none"> Who was the inventor the E-Mail? What common language is used to connect networks? What President signed the Internet over for Commercial use? Who is the father of the World Wide Web? 	<p>U.S. Department of Defense. Its initial purpose was to enable researchers and military personnel to communicate in the event of an emergency.</p> <ul style="list-style-type: none"> Students should know that for the first 20 years or so the Internet was a text-based communication system used primarily by scientists and academics. With the creation of the World Wide Web in 1989 and the first browser program in 1992, there emerged a graphical, user-friendly way to exchange information over the Internet. 	
<p>Proper Search Techniques Using:</p> <ul style="list-style-type: none"> Search Engines Annotated/Rated Directories Subject Guides/Gateways Meta-Search Tools Specialized Directories Invisible Web <p>Integrating THE BIG6</p> <ol style="list-style-type: none"> Task Definition Information Seeking Strategies Location and Access Use of Information Synthesis Evaluation 	<ul style="list-style-type: none"> What search techniques will be used so as to have the students search not surf? How should students determine what search tool they should use? When using a search tool, what is the ultimate goal? How do students determine relevance when deal with search tools? What is the “Invisible Web?” 	<ul style="list-style-type: none"> Students will be able to apply the five areas of effective search techniques. <ul style="list-style-type: none"> ✓ Brainstorming, Questioning, Planning ✓ Understanding Strategy ✓ Choosing the right type of search tool ✓ Staying up to date ✓ Evaluating results Students will be able to use Boolean Logic to narrow down search results. Students will be able to apply THE BIG6 approach. 	<p>Boolean Logic Assessment</p> <p>Search Technique Assessment</p> <p>Grades Subject notes</p>
<p>Using CARRDSS To Help Evaluate Sources</p> <ul style="list-style-type: none"> Credibility Accuracy Reliability Relevance Date Sources Behind The Text Scope and Purpose 	<ul style="list-style-type: none"> Who is the author? What are there credentials? Does the author’s experience qualify them as an expert? Does the person offer first-hand credibility? Who is the publisher of the page? Is the Web Page of a personal nature? Is the Web Page hosted by a free server like Geocities? How do you find the owner or publisher of a Web Site? 	<ul style="list-style-type: none"> Students will be able to identify the scope of a Web Page from the URL (Uniform Resource Locator). Students will be able to identify who the author is, what their intent is, and how current is their information. Students will use the Web Site www.easywhois.com to identify the owner of the 	<p>Evaluating Web Site Assessment</p> <p>Critical Thinking Evaluation</p>

	<ul style="list-style-type: none"> How do you find the history of any given Web Site? Can facts, statistics, or other information be verified through other sources? Does the source present a particular view or bias? Does the information directly support you ideas? Is the information dated? What are the sources behind the text? What is the scope and purpose of the Web Page? 	<p>Web Site.</p> <ul style="list-style-type: none"> Students can use the Wayback machine, www.archive.org, to find the history of any given Web site. Students can do a link check with Google or AltaVista. The link check will show if there are any respectable institutions are linked to the said cite. Students will be able to look for credibility clues by search the Web Site for words and phrases like: <i>About Us, FAQs, Home, and an E-mail Address.</i> 	
<p>Ethics And The Internet</p> <ul style="list-style-type: none"> Acceptable Use Policy Plagiarism Quoting Paraphrasing Summarizing Citations Copyright Software Ethics Intellectual Property Anonymity Hackers PC Hijackers E-Mail Ethics Cyber Crime 	<ul style="list-style-type: none"> What is plagiarism? What is the difference between intentional and unintentional plagiarism? What consequences are involved with plagiarism? Is plagiarism worth the risk? What is the purpose of the Web Site www.turnitin.com ? What is a "Paper Mill" in terms of the Internet? Does everything need to be cited? What is the MLA Style of citing information? What is copyright infringement? What is "Public Domain" in regards to software? Is Intellectual Property copyrighted? What is the definition of PC Hijacker? Are you familiar with an Acceptable Use Policy? 	<ul style="list-style-type: none"> Students will familiarize themselves with the Acceptable Use Policy. Students will understand the pitfalls of plagiarism. Students will be able to properly cite their information using the proper Modern Language Association rule for citation. Students will be informed of any/all copyright infringement violations and the punishments involved. Students will be able to identify the different ways hackers and PC Hijackers can make the Internet difficult to navigate. Students will be made aware of E-mail etiquette. Students will be made aware of Cyber Crimes. 	<p>Plagiarism vs. Documentation Assessment</p> <p>Copyright Infringement Assessment</p> <p>Cookie Quiz</p> <p>Ethics Assessment</p>
<p>Creating a Web Page</p> <p>Lesson 1: What is HTML?</p>	<ul style="list-style-type: none"> HTML is what kind of language? How is HTML code display on the World Wide Web? What does HTTP stand for? What are the two primary sections of an HTML document? What is the purpose of White Space in an HTML document? 	<ul style="list-style-type: none"> Students will be able to discuss the three primary objectives of hypertext information systems. Students will be able to discuss the differences between hypertext publishing and conventional publishing. Students will be able to 	<p>Open Book/Notes Lesson 1 Quiz</p> <p>Chapter Exercises</p>

	<ul style="list-style-type: none"> What is the set of standards that lets computer connect with one another and exchange information? Information with not pre-defined order is called what? The fusion of Hypertext and Multimedia is called what? A visible navigation anchor is called what? 	<p>explain the uses of nonlinear information.</p> <ul style="list-style-type: none"> Students will be able to discuss the four primary elements of HTML Students will be able to define and discuss scripting languages in contrast with programming languages. Students will be able to explain the four major transfer protocols used in HTML. Students will be able to provide a brief explanations of an HTML document's structure and characteristics. 	
Creating a Web Page Lesson 2: What Are HTML Tags?	<ul style="list-style-type: none"> Commands interpreted by a Web Browser are called what? <H1>, are examples of what? Give two examples of layout tags. What does the term case sensitive mean? Name two examples of non-empty tag sets. Define the term White Space. The Teletype Tag is otherwise known as what? What is the difference between an ordered list and an unordered list? What is the difference between an empty tag and a non-empty tag? Hidden text in your Web Page is otherwise known as what? 	<ul style="list-style-type: none"> Students will be able to define and describe an HTML tag. Students will be able to create a new HTML document from an ASCII document. Students will be able to practice different ways of formatting tags. Students will use proper heading levels. Students will be able to create an HTML document using text styles and heading levels. Students will be able to create bulleted and numbered lists. Students will be able to insert comments into the document. Students will be able to indent text. Students will be able to arrange preformatted text. Students will be able to insert lines and paragraph breaks. 	<p>Open Book/Notes Lesson 2 Quiz</p> <p>Chapter Exercises</p>
Creating a Web Page Lesson 3: Tag Attributes and Character References	<ul style="list-style-type: none"> What are the three align attributes? The character references &#160 will at what? Multiple attributes in a single tag must be separated by what? 	<ul style="list-style-type: none"> Students will be able to apply tag attributes to a document and use the correct rules and syntax for the tag. Students will use character entity 	<p>Open Book/Notes Lesson 3 Quiz</p> <p>Chapter Exercises</p>

		references and character number references.	
Creating a Web Page Lesson 4: Inline Images and Colors	<p>--Compression scheme that loses quality is known as what?</p> <p>--What is the maximum color depth of a GIF image?</p> <ul style="list-style-type: none"> What image format is the best format for photo-realistic images? How do you insert inline images to an HTML document? What are two valuable attributes to the tag for adjusting white space around a graphic? Body text can be give a specific color using what attribute? What are the five attributes for the tag? 	<ul style="list-style-type: none"> Students will be able to differentiate among the following image formats: <ul style="list-style-type: none"> ✓ Graphics Interchange Format, .GIF ✓ Joint Photographic Experts Group, .JPG ✓ Portable Network Graphics, .PNG Students will be able to describe image format conversion. Students will be able to list the differences between the GIF and JPEG image formats. Students will be able to add an inline image to a document. Students will be able to align inline images. Students will be able to add background colors and patterns. Students will be able to change text color. 	<p>Open Book/Notes Lesson 3 Quiz</p> <p>Chapter Exercises</p> <p>Chapter 1-4 Test</p> <p>Application—Creating a simple Web Page</p>
Creating a Web Page Lesson 5: Creating Hyperlinks	<ul style="list-style-type: none"> What are the four primary anchor types? What are the two anchors that download a file? 	<ul style="list-style-type: none"> Students will be able to list, define, locate examples of, and correctly write the syntax of the four primary anchor types. Students will be able to create actual instances of each of the primary anchors on a Web Page. 	<p>Open Book/Notes Lesson 5 Quiz</p> <p>Chapter Exercises</p>
Creating a Web Page Lesson 6: HTML Tips and Tricks	<ul style="list-style-type: none"> What is the purpose of a META tag? How would you choose to change the order of a numbered list? How would you display a page in a new browser? What is the new attribute for the
 tag? What are some special kinds of anchor tags? 	<ul style="list-style-type: none"> Students will be able to define and use the break and paragraph tag attributes. Students will be able to explain why an author would force a new browser window. Students will be able to list and explain the more useful functions of the META tag listed in the text. Students will be able to identify the characteristics of a META Tag. Students will be able to use the START attribute to change an ordered list 	<p>Open Book/Notes Lesson 6 Quiz</p> <p>Chapter Exercises</p>

		numbering scheme.	
Creating a Web Page Lesson 7: Creating a Complex Web Page	<ul style="list-style-type: none"> How would the use of white space be used in creating a complex Web Page? 	<ul style="list-style-type: none"> Students will be able to create a complex Web Page applying all the skills they have learned. 	Critical Thinking Assessment: Creating a Complex Web Page
Creating a Web Page Lesson 8: Introduction to Frames	<ul style="list-style-type: none"> How would you specify an absolute column value? An HTML document referred to by a frame is known as a what? 	<ul style="list-style-type: none"> Students will be able to identify master and slave frames. Students will be able to create a navigation bar. Students will be able to create a simple frame layout. 	Open Book/Notes Lesson 8 Quiz Chapter Exercises
Creating a Web Page Lesson 9: Advanced Frame Layout	<ul style="list-style-type: none"> What is used to describe the relative size of multiple columns or rows in the same set? What attribute to you use to set up columns? What is displayed along side a frame? How would you prevent visitors from re-sizing a frame? 	<ul style="list-style-type: none"> Students will be able to combine rows and columns on a frame. Students will be able to combine rows and columns using nesting. Students will be able to control frame scrolling and resizing. Students will be able to: <ul style="list-style-type: none"> ✓ Manipulate frame borders ✓ Turn off frame borders ✓ Add margin space to frames Students will be able to use scripting language to notify users of older browsers of page status. 	Open Book/Notes Lesson 9 Quiz Chapter Exercises
Creating a Web Page Lesson 10: Linking Frames	<ul style="list-style-type: none"> What unique attribute is used with <FRAMESET>? How would you use as few as one frame on a page? What is the frame-based hyperlink system? 	<ul style="list-style-type: none"> Students will be able to create a simple link between frames and simplify a TARGET with multiple hyperlinks. Students will be able to use reserved TARGET attribute values. Students will be able to define and create a navigation bar (nav bar). Students will be able to list the general rules that are used with navigation bar. Students will be able to use, manipulate, and link to an inline frame 	Open Book/Notes Lesson 10 Quiz Chapter Exercises Chapter 5-10 Test
Creating a Web Page Lesson 11: Introduction to Table	<ul style="list-style-type: none"> How would you add space inside table cells? What function adds an outline and gridlines to a 	<ul style="list-style-type: none"> Students will be able to define the function of an HTML table. Students will: 	Open Book/Notes Lesson 11 Quiz Chapter Exercises

	table?	<ul style="list-style-type: none"> ✓ Create a basic table ✓ Add color and formatting to a table ✓ Embed images in a table 	
Creating a Web Page Lesson 12: Formatting Tables	<ul style="list-style-type: none"> ▪ What function would you use to stretch cells over multiple columns? ▪ What are the three non-cell table elements? 	<ul style="list-style-type: none"> ▪ Students will be able to build a table from scratch. ▪ Students will be able to span across rows and columns. ▪ Students will be able to use the RULES and FRAMES attributes. 	Open Book/Notes Lesson 12 Quiz Chapter Exercises
Creating a Web Page Lesson 13: Nesting and Embedding Tables	<ul style="list-style-type: none"> ▪ What is inserting a table within another table called? ▪ How would you insert a list in a table cell? 	<ul style="list-style-type: none"> ▪ Students will be able to embed a list into a table cell. ▪ Students will be able to nest a table within another table. 	Open Book/Notes Lesson 13 Quiz Chapter Exercises
Creating a Web Page Lesson 14: Introduction to HTML Forms	<ul style="list-style-type: none"> ▪ What area does not need the <INPUT> tag? ▪ What kind of fields should credit card numbers and social security numbers use? 	<ul style="list-style-type: none"> ▪ Students will be able to create a basic form using form field types. ▪ Students will be able to insert SUBMIT and RESET buttons on a form. 	Open Book/Notes Lesson 14 Quiz Chapter Exercises
Learning FrontPage Introduction	<ul style="list-style-type: none"> ▪ What is the difference between HTML coding and FrontPage? 	<ul style="list-style-type: none"> ▪ Students will be able to create Web Pages and Web sites using Microsoft template approach. ▪ Students will be able to: <ul style="list-style-type: none"> ▪ Organize files and folders ▪ Create a Web-site structure ▪ Check hyperlinks on a Web's Pages ▪ Keep track of tasks relating to Web-site development ▪ Run reports to identify potential problems. 	Open Book/Notes Intro to FrontPage Quiz

Business Management in the 21st Century: Academic

Grade Level	11, 12
Course Number	509
Subject Area	Business Education

Course Description

Business Management in the 21st Century is about fulfilling the American Dream. The course provides future entrepreneurs with an introduction to the spirit of enterprise encouraged by the free enterprise system. Students will learn the fundamental principles of business and economics and how the interactions of these factors affect everyday life. Topics will include the mechanics of starting a business, the components of managing a business, globalization and international business, economics, finance, technology, ethics, and other topics associated with managing a business. The course will stress vocabulary as well as higher level reasoning in the solving of both mathematical and situational problems. By exploring the local and global markets as well as government influence on business, students will focus on their individual business plan modeled on a business of their choice.

Content Standards

What aspects of the state standards does the course address?

Students must complete one Business Education course to be eligible for graduation. The course offerings in the North Reading Business Education Department provide a foundation for success for *all* students, no matter what their ultimate goals in life may be. These course offerings are aligned with the *Massachusetts Instructional Technology Frameworks* and the *National Standards for Business Education*.

The recommended *National Standards for Business Education* relative to Business Management in the 21st Century fall under eleven broad categories:

Standard 1. Identify characteristics of a successful entrepreneur

Standard 2. Recognize potential business opportunities based on societal wants and needs

Standard 3. Utilize the problem solving process to resolve problems with employees, customers, suppliers, and other business entities

Standard 4. Analyze potential customer groups and develop plans to identify, reach, and keep customers

Standard 5. Use of financial concepts and tools needed by an entrepreneur in making business decisions

Standard 6. Recognize that entrepreneurs need to establish and maintain appropriate financial, legal, customer, and employee records to make accurate and informed business decisions

Standard 7. Develop management vision, plan, and philosophy for the entrepreneurial venture

Standard 8. Identify all legal and government regulations pertaining to entrepreneurship

Standard 9. Understand the effect of cultural differences and international trends on entrepreneurial ventures

Standard 9. Demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media

Standard 10. Demonstrate ability to use technology for research, problem-solving, and communication. Students locate, evaluate, collect, and process information from a variety of electronic sources. Students use telecommunications and other media to interact or collaborate with peers, experts, and other audiences.

Standard 11. Develop a business plan that matches classroom and business standards.

The National Standards for Business Education guide is based on the conviction that business education competencies are essential for *all* students.

- Because *all* students will participate in the economic system, all students need to be literate in business and economics.
- Because *all* students will encounter a business environment that is characterized by diversity—both domestic and international—all students need to practice the interpersonal, teamwork, and leadership skills that will help them function successfully in that environment.
- Because *all* students will use technology as a tool for managing information, all students need to hone the lifelong learning skills that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling.
- Because *all* students contribute to the betterment and well being of society.

Reading Standards

2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information present in a text by <u>paraphrasing them in simpler but still accurate term.</u>
3.	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; <u>analyze the specific results based on explanations in the text.</u>
4.	Determine the meaning of symbols, key terms, and other domain-specific scientific or technical context relevant to grades.

Writing Standards

2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Essential Questions

- What is the essential foundation to starting and managing a new business?
- What are the key elements to take an idea and turn it into a successful business venture?
- Why is the development of new businesses and technology important to society and the US economy?
- Why is starting a business in the US so challenging in the 21st century?
- How do new businesses fit into the 21st century global economies?
- How do you conduct business in a global marketplace? What are some of the issues that need to be addressed when dealing with international customers, distributors, suppliers, and competitors?
- Why is it important to conduct one's self as a professional at all times?
- As a business owner, why is it critical to understand how to properly allocate your funding?
- Why is it essential to understand the difference between personal and business financial goals?
- Why is it important to be able to understand the relationship between risk and reward?
- Why is it important to understand the basic components of the firm?
- Why is the learning of basic management skills important?

Enduring Understandings

- Be able to analyze and understand the complexities of corporations
- Be able to resolve any and all issues related to the proper functioning of a corporation
- Be able to compare the different options for financing a business
- Be able to analyze and determine the sources and cost of funding a business
- Be able to build a business with the understanding that each component is critical

Evidence of Understanding

The students will:

- Demonstrate a knowledge of economics
- Describe the limitations government puts on the free enterprise system
- Define the concept of a "small business"
- Explain how the Small Business Administration helps entrepreneurs
- Demonstrate a knowledge of economic and business terminology
- Explain employee hiring and interview procedures
- Display a knowledge of employment laws, benefits and payroll systems

- Explain the advantages and disadvantages of a sole proprietorship
- Explain the advantages and disadvantages of partnerships
- Explain the advantages and disadvantages of a corporation
- Display a knowledge of the franchising system of business ownership
- Analyze the factors in selecting a business name
- Understanding trademarks, patent and copyright laws
- Explain the elements of a contract
- Be able to analyze the factors that create a business image
- Understanding both implied and limited warranties
- Demonstrate an understanding of the flow of goods that all products must follow
- Explain the negative results of unexpected contingencies and bankruptcy
- Analyze the factors in selecting a site
- Analyze the factors and options in occupying a site
- Analyze the factors for the business exterior and signage
- Analyze the factors for the interior layout
- Demonstrate the ability to keep records and do the bookkeeping for a business

Course Outline			
Unit	Essential Questions	Skills and Understandings	Assessment
Unit 1 – Characteristics of Ownership Chapters 1 – 2	-What is a business? -What is the commitment necessary to making the business successful? -What are the basic required skills to starting and owning a business? -What kind of personal analysis and assessment can I do to determine my fitness as an entrepreneur? -If I am married with a family, is my spouse willing to forego family time and income as I start my own company?	-Do I have the ability to start a business? -Do I have the commitment to start a business? -What kind of personality do I have? Am I conservative? A risk taker? Can I deal with a variety of people?	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8 Reading 2, 3, 4
Unit 2 – An Entrepreneurs Place In the Economy Chapters 3 – 5	-Why are entrepreneurs necessary? -How many businesses fail on an annual basis? -Why do businesses fail? -How much time and money will be required of me?	-Be able to find sources of funding -Be able to understand different business options -Be able to articulate high level issues facing entrepreneurs	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8 Reading 2, 3, 4
Unit 3 – Components of the Firm Chapters 9 – 13	-How much investment is necessary in each unit to have the company operate efficiently? -Why are these business units interdependent? -Which components must be staffed immediately and which components can you perform on your own as your business matures?	-Be able to identify the key components of a firm -Be able to understand how each component operates individually -Be able to understand the interdependence of each business unit -Be able to identify and resolve problems to keep the business operating efficiently	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8 Reading 2, 3, 4

		-Be able to embrace the fact that running a good business may turn out to be expensive and time consuming	
Unit 4 – Identifying a Need Chapter 6	-Can you match your idea with a corresponding need in the local or business community? -Can you take your idea and turn it into a product or service that meets a need? -Can you match the need with a profitable business venture?	-Be honest with yourself if your idea is one that cannot be sold or developed -Be able to develop a business model based on a need -Be able to outflank competitors and have your product meet the need more efficiently	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8 Reading 2, 3, 4
Unit 5 – Building a Business – Business Planning from Idea to Grand Opening Chapter 7 – 8	-How do I want my business to look? -What is my vision for my business? -Should I build a business of my own, buy an existing business, or purchase into a franchise? -Where will my business be located? -How many employees will I need to initially hire? -How much am I willing to invest in my employees regarding salary, benefits, and employee development, training, and retention? -How will I market and sell my product? -If not developed as a product, how will I turn my idea into something I can sell? -Who will build my product? -How will I QC my product? -How long am I willing to wait to be profitable?	-Be able to assemble a timeline of business “rollout” activities -Be able to correctly site your business and have the location be in step with your business model -Be able to develop something to sell (going from ideas to deliverables) -Be able to control costs as you grow but spend what needs to be spent to make each component of the firm operate efficiently -Be able to set and meet a target date for profitability	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8 Reading 2, 3, 4
Unit 6 – Real Entrepreneurs Chapters 14 – 15	-How do seasoned business people operate? -What are some of the challenges they face? -How much time and money was spent to get the business up and running? -How much time and money is currently spent to move the business forward as a continuing entity? -Does a business ever become mature enough where it runs itself?	-Be able to conduct one’s self in a professional business manner -Be able to understand the expectations of professionals in business world -Be able to understand professional business terminology and to formulate questions based on seminar discussion -Be able to match educational discussions with reality and make connections with prior learning	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8 Reading 2, 3, 4
Unit 7 – Build Your Own Business	-Where do I start? -What is important in the beginning of the process?	-Be able to combine all components of above and present business to potential	In class presentation, quiz, exam, in class homework, writing sample

	-How do I build a business from scratch? -How do I synthesize the volume of information and determine what is important and what can be deferred for a later date? -How do you prepare to compete?	investor in company (instructor) -Show ability to stress test idea and become comfortable with model -Compare to other in class models -Be able to confidently present model to class	Writing 2a, 6, 8 Reading 2, 3, 4
Unit 8 – Ethics	-Why is ethics important in business? -What is ethical and unethical conduct? -How can I avoid unethical situations? -Historically, what are some examples of companies that acted unethically and what were the results?	-Be able to articulate different ethical scenarios -Be able to demonstrate ethical decision making -Be able to understand that some difficult ethical decisions may be damaging to business -Be able to balance and identify “business” decisions and “ethical” decisions	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8 Reading 2, 3, 4

Personal Financial Management: Academic

Grade Level	11, 12
Course Number	510
Subject Area	Business Education

Course Description

This course is designed to provide the student with specific knowledge of personal finance and prepare the student to operate in an appropriate financial and professional manner as an adult. The subject matter will focus on appropriate financial decision making, career planning, credit management, financial security, insurance, and comprehensive investing. This class is designed to be driven by the participation of the student in class activities. Students will compete in an investment competition during class and will engage in other differentiated activities designed to enhance the content of the class.

Content Standards

What aspects of the state standards does the course address?

Students must complete one Business Education course to be eligible for graduation. The course offerings in the North Reading Business Education Department provide a foundation for success for *all* students, no matter what their ultimate goals in life may be. These course offerings are aligned with the *Massachusetts Instructional Technology Frameworks* and the *National Standards for Business Education*.

The recommended *National Standards for Business Education* relative to Financial Management fall under two main categories – Career Development and Economics/Personal Finance. Subcategories are as follows:

Standard 1. Assess personal skills, abilities, and interests as they relate to career exploration and development

Standard 2. Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan

Standard 3. Relate the importance of workplace expectations to career development

Standard 4. Develop strategies to make a transition from school to career

Standard 5. Relate the importance of lifelong learning and flexibility to career success

Standard 6. Assess opportunity costs involved with making decisions about how to utilize scarce personal financial resources

Standard 7. Develop and evaluate a spending/savings plan (a budget)
Standard 8. Evaluate investment options to meet short and long term goals
Standard 9. Understand the role of the basic and core financial systems in the US economy
Standard 10. Understand the role of financial markets and associated pricing in the US economy
Standard 11. Examine the role of financial markets in the global economy
Standard 12. Utilize a rational decision making process as it applies to personal career, financial, and asset management
Standard 13. Analyze factors that influence the choice of credit, the cost of credit, and the legal aspects of using credit
 Analyze choices available to consumers for protection against risk and financial loss
Standard 14. Demonstrate ability to use technology for research, problem-solving, and communication. Students locate, evaluate, collect, and process information from a variety of electronic sources. Students use telecommunications and other media to interact or collaborate with peers, experts, and other audiences.

The National Standards for Business Education guide is based on the conviction that business education competencies are essential for **all** students.

- Because **all** students will participate in the economic system, all students need to be literate in business and economics.
- Because **all** students will encounter a business environment that is characterized by diversity—both domestic and international—all students need to practice the interpersonal, teamwork, and leadership skills that will help them function successfully in that environment.
- Because **all** students will use technology as a tool for managing information, all students need to hone the lifelong learning skills that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling.
- Because all students contribute to the betterment and well being of society.

Reading Standards

2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information present in a text by paraphrasing them in simpler but still accurate term.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4. Determine the meaning of symbols, key terms, and other domain-specific scientific or technical context relevant to grades.

Writing Standards

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Essential Questions

- Why is learning basic interview skills important?
- Why is working for a living important to society?
- No matter your career of choice, why is the concept of professionalism important to your career?
- Why do we pay income taxes?
- Why is it critical to understand how to budget your money?
- Why is it essential to understand personal and family financial goals?
- What are some different ways to invest money?
- What is a stock?
- How do stock markets function?
- What is a bond?

- How do bond markets function?
- What is a mutual fund?
- How do mutual funds work?
- Why are stock markets important to the US economy?
- Why is the research and clear understanding of appropriate financial investments important?
- How does personal philosophy and time horizon dictate investment choices?
- Why is it important to be able to distinguish between risk and reward in relation to type of investment and age?
- Why is it important to closely monitor and manage the use of personal credit?
- Why do you need to manage and take care of assets like a home?
- Why is raising a family in the US so challenging in the 21st century?
- Why is personal decision making considered to be the link that ties the course together?
- How does insurance work?
- Why is property and casualty insurance important?
- Why is automobile insurance important?
- Why is life insurance important?

Enduring Understandings

Students will learn how to:

- Determine and measure an appropriate career and develop an understanding of the need for thoughtful re-evaluation
- Operate in an appropriate and professional manner
- Build a cover letter and resume and interview for employment
- Make logical and beneficial personal and financial decisions
- Manage income and expenses
- Buy and sell stock
- Manage a comprehensive investment portfolio
- Ensure family financial security
- Follow basic federal and state taxation guideline
- Articulate the importance of insurance
- Understand terms and conditions of a loan and the relationship between creditor and borrower
- Calculate all critical math applications in a financial environment

Evidence of Understanding

The students will:

- Be able to determine personal net worth
- Be able to analyze different job related benefits and responsibilities
- Be able to keep accurate personal financial records
- Be able to manage a budget by correctly identifying defined period income and expenses
- Prepare and justify the creation of weekly, monthly and yearly budgets
- Demonstrate comprehensive knowledge of all manners in which to manage and invest income
- Demonstrate knowledge of checking accounts and preparing of reconciliations
- Demonstrate strong knowledge in the mechanics of equity markets
- Understand the analysis of equity markets
- Understand bond math calculations
- Understand and identify the function of different mutual funds
- Be able to analyze and determine the benefits and costs of credit
- Explain the laws, requirements for, and consequences of credit
- Understand the importance of insurance
- Be able to articulate the calculations of mortgages and automobile loans
- Explain how technology effects career and personal financial choices

Course Outline			
Unit	Essential Questions	Skills and Understandings	Assessment
Unit 1 – The Culture of Work Chapters 1-5	-How can one determine professional interests and qualities? -How does a person act in the workplace? -How does one build a cover letter and a resume? -How does one find employment opportunities? -How does one apply for employment opportunities? -How does one act in an interview? -What are some of the questions one needs to ask in an interview? -What is the appropriate interview follow up?	-Be able to determine skills and interests -Be able to build an accurate and professional cover letter and resume -Be able to apply for a job -Be able to understand how to prepare for an interview and how to act in an interview -Understand that professional follow up to a meeting or conversation is imperative to the employment process	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8 Reading 2, 3, 4
Unit 2 – Your Money – Modeling Your Finances Chapters 6 – 10	-What are compensation and benefits? -How does one negotiate fair compensation? -What are federal and state income taxes? -What is a pre-tax deduction? -How does one build a budget? -What are the important components of a budget? -What are checking accounts and savings accounts? -What function do checking and savings accounts serve? -How does one properly manage these instruments?	-Be able to negotiate fair compensation based on wants experience, qualifications, education, wants, and needs -Understand the importance of a budget to family finances and personal financial success -Articulate what budget expenses are important and what expenses are not -Be able to utilize a savings account and checkbook for designated purposes -Be able to balance a checkbook	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8 Reading 2, 3, 4

<p>Unit 3 – Markets and Investing</p> <p>Chapters 11 – 15</p>	<p>-What is the relationship between risk and reward?</p> <p>-How does one determine personal investment strategy?</p> <p>-How do stock markets work?</p> <p>-How can I buy shares of stock?</p> <p>-How does one analyze an equity to be confident I am making an informed decision?</p> <p>-How are equity prices determined?</p> <p>-What external factors influence the buying and selling of equities?</p> <p>-What is a bond?</p> <p>-Why are bonds issued?</p> <p>-How are the price, interest, and yield of a bond calculated?</p> <p>-What is a mutual fund?</p> <p>-What constitutes a mutual fund and how do they differ?</p> <p>-What are some of the analytical tools that can be used to determine if a mutual fund meets investment goals?</p>	<p>-Understand that high risk equals high reward</p> <p>-Be able to articulate an investment strategy at any point in life</p> <p>-Be able to purchase a share of stock</p> <p>-Be able to calculate the value of a portfolio of equities</p> <p>-Be able to calculate the different valuations of a bond</p> <p>-Identify the differences in mutual funds</p> <p>-Identify how a mutual fund is structured</p> <p>-Be able to utilize the appropriate analytical tools to identify the value of an equity, bond, or mutual fund</p>	<p>In class presentation, quiz, exam, in class homework, writing sample</p> <p>Writing 2a, 6, 8</p> <p>Reading 2, 3, 4</p>
<p>Unit 4 – Credit</p> <p>Chapters 16 – 19</p>	<p>-What is credit?</p> <p>-How do credit cards and loans differ and what are the commonalities?</p> <p>-How does a credit card work?</p> <p>-How do credit card loans function?</p> <p>-How can I calculate what one would owe on a credit card loan if one paid the minimum balance each month?</p>	<p>-Determine how credit cards differ from other loans</p> <p>-Understand that credit card law is often different from standard contract law</p> <p>-Be able to understand terms like principal, interest, credit line, and APR</p> <p>-Be able to read and understand an amortization table for credit cards</p>	<p>In class presentation, quiz, exam, in class homework, writing sample</p> <p>Writing 2a, 6, 8</p> <p>Reading 2, 3, 4</p>
<p>Unit 5 – Loans</p> <p>Chapters 16 – 19</p>	<p>-How do bank loans function?</p> <p>-What is the relationship between principal and interest?</p> <p>-What is a mortgage?</p> <p>-How is a mortgage structured?</p> <p>-How does one apply for an automobile loan?</p> <p>-What are the financial differences between renting and owning?</p>	<p>-Be able to apply for a mortgage or an automobile loan</p> <p>-Be able to understand a mortgage</p> <p>-Be able to articulate the financial advantages to owning vs. renting and how each fits into a life condition</p>	<p>In class presentation, quiz, exam, in class homework, writing sample</p> <p>Writing 2a, 6, 8</p> <p>Reading 2, 3, 4</p>
<p>Unit 6 – Personal Management and Management of Your Assets</p> <p>Chapters 20 – 24</p>	<p>-How does one purchase a home?</p> <p>-What are some of the things to look for when purchasing a home?</p> <p>-How does one maintain a home?</p> <p>-What are some of the things to expect when owning a home?</p> <p>-What is the difference between</p>	<p>-Be able to walk through the process of purchasing a home</p> <p>-Understand the non financial differences between renting and owning</p> <p>-Be able to walk through the process of purchasing an automobile</p>	<p>In class presentation, quiz, exam, in class homework, writing sample</p> <p>Writing 2a, 6, 8</p> <p>Reading 2, 3, 4</p>

	renting and owning? -How does one purchase an automobile? -What are some of the things to consider when purchasing an automobile? -How does one maintain an automobile?	-Understand the differences between buying and maintaining a new car and a used car -Understand why it is important to invest in and maintain real assets	
Unit 7 – Risk Management Chapters 25 – 27	-What is insurance? -Why is insurance important? -Why are some types of insurance mandatory?	-Be able to articulate four types of insurance and how each differs by cost, level or importance, and requirement by law -Be able to articulate the importance of insurance and why it is important to your family	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8 Reading 2, 3, 4
Unit 8 – Ethics and the Law Chapter 28 – 30	-Why is ethics important in business? -What is ethical and unethical conduct? -How can I avoid unethical situations? -Historically, what are some examples of notable business people or companies that acted unethically and what were the results? -What are my responsibilities as a consumer?	-Be able to articulate different ethical scenarios -Be able to demonstrate ethical decision making -Be able to understand that some difficult ethical decisions may be damaging to business -Be able to balance and identify “business” decisions and “ethical” decisions	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8 Reading 2, 3, 4

Principles of Insurance and Taxation: Academic

Grade Level	11, 12
Course Number	511
Subject Area	Business Education

Course Description

This Course is separated into two distinct parts. Part One is designed to acquaint students with the basic ideas and history of taxation. The Federal Tax Forms 1040EZ, 1040, and 1040A will be covered in detail along with various forms and schedules. Part Two is designed to cover the insurance component and will deal with the philosophy and mechanics of insurance and its necessity to financial health. Auto, Life, Casualty, Property, Workmen’s Compensation, Health, and Social Security/Medicare will be covered in detail.

Content Standards

What aspects of the state standards does the course address?

Students must complete one Business Education course to be eligible for graduation. The course offerings in the North Reading Business Education Department provide a foundation for success for *all* students, no matter what their ultimate goals in life may be. These course offerings are aligned with the *Massachusetts Instructional Technology Frameworks* and the *National Standards for Business Education*.

The recommended *National Standards for Business Education* relative to **Insurance** standards fall under two main categories – Business Law and Economics/Personal Finance:

Standard 1. Analyze choices available to consumers for protection against risk and financial loss

Standard 2. Apply a decision making model to maximize consumer satisfaction when purchasing goods and services

Standard 3. Utilize a rational decision-making process as it applies to the roles of citizens, workers, and consumers

Standard 4. Assess opportunity costs and trade-offs involved in making choices

Standard 5. Analyze the different types of market structures and the effect they have on the price and quality of the goods and services produced

Standard 6. Analyze the functions of negotiable instruments, insurance, secured transactions, and bankruptcy.

The recommended *National Standards for Business Education* relative to **Taxation** standards fall under two main categories – Accounting and Economics/Personal Finance:

Standard 1. Analyze how the US economy functions as a whole and describe selected macroeconomic measures of economic activity

Standard 2. Analyze the role of the government in economic systems, especially the role of the government in the US economy

Standard 3. Identify various forms of income and analyze factors that affect income

Standard 4. Develop and evaluate a spending/savings plan

Standard 5. Develop an understanding and working knowledge of financial statements

Standard 6. Develop a knowledge of individual income tax statements, procedures, and requirements to comply with tax laws and regulations

Standard 7. Distinguish between generally accepted accounting principals and income tax law

Standard 8. Apply appropriate accounting practices to payroll

The National Standards for Business Education are based on the conviction that business education competencies are essential for **all** students.

- Because **all** students will participate in the economic system, all students need to be literate in business and economics.
- Because **all** students will encounter a business environment that is characterized by diversity—both domestic and international—all students need to practice the interpersonal, teamwork, and leadership skills that will help them function successfully in that environment.
- Because **all** students will require a strong knowledge of Insurance and Taxation as tools for managing personal financial condition. In doing so, all students will be able to hone the lifelong learning skills that foster flexible career paths and confidence in adapting to a workplace that demands thoughtful consideration.

Reading Standards

2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information present in a text by paraphrasing them in simpler but still accurate term.

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

4. Determine the meaning of symbols, key terms, and other domain-specific scientific or technical context relevant to grades.

Writing Standards

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Essential Questions

- Why do we pay taxes?
- How do we pay taxes?
- How do I decipher a paycheck?
- What are payroll deductions?
- What do different tax filing documents represent?
- What are the individual forms like 1099 represent?
- What do the individual forms like Schedule A represent?
- Why is it important to understand the specifics of personal income tax forms?
- What is the relationship between payroll deductions and filing tax forms?
- What does each line on a tax form represent?
- How do we accrue and account for various forms of income?
- What is a tax deduction?
- What are the various tax deductions?
- What are tax credits?
- What rules apply to income, deductions, and credits?
- What are the different forms of insurance?
- How does insurance work?
- How much does insurance cost?
- Why is insurance important?
- Identify and differentiate the government sponsored insurance plans.

Enduring Understandings

- Be able to demonstrate a knowledge of terms and forms used in insurance and taxation
- Be able to display the ability to read, understand, and use insurance policies and tax forms
- Be prepared to identify and analyze all types of insurance and taxes
- Be able to understand the sources and means of collecting different insurance and taxes
- To integrate the application of computer technology into the analysis and management process

Evidence of Understanding

The students will be able to:

- Explain the concepts and principals of taxation
- Explain the concepts and principals of insurance
- Analyze history and evolution of insurance
- Display knowledge of the vocabulary of insurance and taxes
- Display knowledge of automobile insurance
- Display knowledge of life insurance
- Demonstrate understanding of life expectancy and probability
- Display knowledge of health and personal casualty insurance
- Display knowledge of property casualty insurance
- Explain liability insurance
- Understand the quantitative nature of insurance analysis and how companies profit from various insurance policies
- Analyze the Medicare and Social Security Systems
- Explain Workman's Compensation and unemployment insurance
- Articulate miscellaneous insurance scenarios – policies that meet special needs or requirements
- Demonstrate knowledge federal tax forms with schedules
- Demonstrate knowledge of state tax form
- Analyze the historical data of taxation

- Demonstrate knowledge of everyday taxes, sources and uses

Course Outline			
Unit	Essential Questions	Skills and Understandings	Assessment
Taxes and Employment Chapter 1 - 3	-Why does a person pay income taxes in every check? -What is a W4? -What are the differences between state and federal tax withholdings? -Where and how is each tax applied? -What will it mean if too much or too little tax is deducted during the calendar year? -What is a dependent? -What is a pretax deduction?	Fill out a W4 -Claim the correct payroll deductions -Understand the difference between payroll deductions and filing taxes on 4/15 -Read and understand a payroll stub	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8 Reading 2, 3, 4
Filing Taxes Chapters 4 – 8	-What is the process to filing an official record of taxes? -What is the difference between state filing and federal filing? -What are the various withholding forms and records? -What are the various tax forms? -When are taxes due? -What is the reconciliation process to balance the difference between the taxes already paid and the taxes owed?	-How to use withholding records to file income taxes -How to differentiate between state and federal forms -How to differentiate between state and federal rules and regulations -How to claim income -How to deduct dependents -How to accrue or deduct other items like charitable donations, investment losses, property taxes, and loan interest -How to accrue or claim for other earned income beyond employment like interest, dividends, and other capital gains	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8 Reading 2, 3, 4
Basic Insurance and Risk Chapters 1 and 4	-What are the basics of insurance? -What is risk? -How is risk managed? -Why is insurance important? -How does the concept of insurance work? -How do companies manage insurance?	-Articulate the difference between types of insurance -Understand the need for insurance and the consequences of being uninsured -Explain basic mathematics of insurance and know each type involves a specific mathematical model	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8 Reading 2, 3, 4
Auto Insurance Chapter 2	-How does auto insurance work? -Why is auto insurance mandatory in most states? -How do companies determine	-How auto insurance is paid by the consumer and paid back if necessary by the company -How automobiles and	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8

	<p>what to charge to individual consumers?</p> <p>-How does auto insurance financially protect the consumer?</p> <p>-How can you manage auto insurance cost?</p> <p>-What type of coverage is needed?</p> <p>-What is a deductible?</p> <p>-What are some of the events that could lead to an accident?</p> <p>-What are some ways to avoid an accident?</p> <p>-What is the process of handling an accident?</p> <p>-What are the challenges in dealing with drivers that are uninsured or underinsured?</p>	<p>people are insured</p> <p>-How to manage the paperwork and ensure all items are a matter of record</p> <p>-How to avoid fraud or being a victim of fraud after an accident</p> <p>-Understand the financial and health effects of risky or unsafe behavior while driving</p> <p>-How to file a claim</p>	<p>Reading 2, 3, 4</p>
<p>Health Insurance</p> <p>Chapter 3</p>	<p>-How does health insurance work?</p> <p>-Why is health insurance important to a consumer?</p> <p>-Why is health insurance important to a family?</p> <p>-What are some options to choose?</p> <p>-What happens when you do not have health insurance and you are sick?</p> <p>-What are the tax benefits of paying for health insurance?</p> <p>-What is a co-payment?</p> <p>-What are some of the government sponsored health insurance programs?</p> <p>-What are other types of specialized health insurance like Workmen's Comp?</p>	<p>-Understand how health insurance works</p> <p>-Articulate the critical importance of carrying health insurance</p> <p>-Understand the financial risk (and health risk) of not having health insurance</p> <p>-Explain the specifics of health insurance</p> <p>-Understand how the government supplements the public good through Medicare and Social Security</p>	<p>In class presentation, quiz, exam, in class homework, writing sample</p> <p>Writing 2a, 6, 8</p> <p>Reading 2, 3, 4</p>
<p>Homeowners Insurance</p> <p>Chapter 6</p>	<p>-How does homeowners insurance work?</p> <p>-Why is it important to protect your biggest financial asset?</p> <p>-Why is homeowners insurance mandatory when carrying a mortgage?</p> <p>-What is covered by homeowners insurance?</p> <p>-What is not covered by homeowners insurance?</p> <p>-What are some risks and how can they be mitigated?</p> <p>-What events can you control?</p> <p>-What kind of events will cause damage and most affect a home?</p> <p>-What specific assets can you cover?</p>	<p>-Understand the importance of homeowners insurance</p> <p>-Understand the significant financial risk of not covering your residential asset</p> <p>-How to protect your home from potential damage</p> <p>-How to measure what should be covered</p> <p>-How to protect items in a home that are not covered</p> <p>-How to maintain a home to avoid loss or compounded loss for non covered item</p> <p>-How to file a claim</p>	<p>In class presentation, quiz, exam, in class homework, writing sample</p> <p>Writing 2a, 6, 8</p> <p>Reading 2, 3, 4</p>

	<ul style="list-style-type: none"> -How is a claim filed? -How is a claim paid? -What coverage is appropriate? -How is a “flood” defined and why are some homeowners not covered after a flood? 		
Life Insurance Chapter 7	<ul style="list-style-type: none"> -How does life insurance work? -How do companies measure this risk? -How do companies cover or account for this risk? -Why is it important to provide financial coverage to your family? -What is the process to acquire a life insurance policy? -What kind of personal habits or activities are measured and monitored and how do they relate to the cost? -What are the different life insurance options? -What is term life insurance? -What is whole life insurance? -How does a beneficiary file a claim? -What are the leading causes of death? 	<ul style="list-style-type: none"> -Understand the importance of life insurance -Understand the significant financial risk and other family concerns of not covering potential loss of income -Understand how life insurance policies are written and underwritten -Be able to determine what type of life insurance is appropriate for your family -Be able to measure and understand life insurance in relation to income and family condition -How to file a claim 	<p>In class presentation, quiz, exam, in class homework, writing sample</p> <p>Writing 2a, 6, 8</p> <p>Reading 2, 3, 4</p>

Introduction to Business: Academic

Grade Level	9, 10
Course Number	514
Subject Area	Business Education

Course Description

This course, intended for freshmen and sophomores, provides instruction in the basic skills required for success in today’s challenging business environment. Through hands on student activities including group problem solving and presentations, the course will cover the topics of communication, business math, economics, and theory of the firm. Communication will include business writing, effective presentation, and negotiation. Business math will include currency conversions and financial statement analysis. The economics module will provide an overview of how prices and value are determined and how financial markets work. Theory of the firm will introduce the various types of businesses, how they are structured, and how they are managed.

Content Standards

What aspects of the state standards does the course address?

Students must complete one Business Education course to be eligible for graduation. The course offerings in the North Reading Business Education Department provide a foundation for success for **all** students, no matter what their ultimate goals

in life may be. These course offerings are aligned with the *Massachusetts Instructional Technology Frameworks* and the *National Standards for Business Education*.

The recommended *National Standards for Business Education* relative to Business Management in the 21st Century fall under various categories:

Accounting Profession

- Read, interpret, and analyze financial information.
- Recognize the various users of accounting information.

Business Law

- Understand intellectual property law, with an increased focus on patents, trade secrets, trademarks and copyright law.

Career Development

- Assess personal skills, abilities and aptitudes for making a good career fit.
- Develop expectations for workplace related values such as a strong work ethic, good working relationships, ability to succeed in culturally environments, strong communication skills, and continual skill improvement.

Communication

- Communicate in a clear, complete, concise, correct and courteous manner on personal and professional levels.

Computation

- Solve mathematical problems
- Analyze and interpret data.
- Apply sound decision making skills.

Economics & Personal Finance—Develop and understanding of:

- Scarcity, choice, and opportunity costs.
- Productivity
- Economic systems, institutions, and incentives.
- Exchange, money and interdependence.
- Markets, prices and competition.
- Supply and demand.
- The roles of consumers, governments, and citizens.

Entrepreneurship

- Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.
- Analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market.

Information Technology

- Value information technology and the impact it has.
- Develop ability to analyze, synthesize, evaluate and apply technologies to solve problems, increase productivity, and improve quality of life.
- Emphasize IT as a common thread throughout all areas of business.

International Business

- Become aware of the interrelatedness of one country's political policies and economic practices on another.
- Understand the global business environment.
- Explore basic concepts underlying international finance, management, marketing and trade relations.
- Identify forms of business ownership and international business opportunities.

Management

- Understand the higher level thinking skills required to successfully manage people and businesses.
- Recognize the role change plays in today's organizations.
- Appreciate the importance of ethical and corporate responsibility.
- Understand the importance of incorporating global perspectives in business today.

Marketing

- Recognize the customer oriented nature of marketing and analyze the impact of marketing activities.
- Analyze the characteristics, motivations and behaviors of consumers.
- Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.
- Describe the elements, design, and purpose of a marketing plan.

The National Standards for Business Education guide is based on the conviction that business education competencies are essential for **all** students.

- Because **all** students will participate in the economic system, all students need to be literate in business and economics.

- Because **all** students will encounter a business environment that is characterized by diversity—both domestic and international—all students need to practice the interpersonal, teamwork, and leadership skills that will help them function successfully in that environment.
- Because **all** students will use technology as a tool for managing information, all students need to hone the lifelong learning skills that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling.
- Because **all** students contribute to the betterment and well being of society.

Reading Standards

2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information present in a text by paraphrasing them in simpler but still accurate term.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4. Determine the meaning of symbols, key terms, and other domain-specific scientific or technical context relevant to grades.

Writing Standards

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Essential Questions

- What are the important economic concepts that determine the products and services available for consumers?
- How can you tell when is an economy doing well and when is it struggling?
- How does the global economy function and how do international trade and foreign currency exchange impact the global economy?
- What are the ways that business should contribute to society and to what extent is business responsible for the betterment of society?
- What is a corporation, single proprietorship, partnership, cooperative, and S corporation? What are the advantages and disadvantages of each in terms of liability, taxation, and capital formation?
- What are the common characteristics of successful entrepreneurs and what are their secrets for launching and maintaining successful businesses?
- What are the key elements of effective and ethical leadership and management? Why are effective leadership and management crucial to a successful business?
- What are the basics of managing human resources and why are organizational culture and workforce diversity crucial to any successful business?
- What are the steps in planning, establishing and nurturing a successful business career?
- What are the essential elements of marketing? How are marketing activities planned and executed to satisfy customer needs and profit?
- What is a computer system? How are computer systems and other forms of technology used in business today? What are future trends and implications for technology in business?
- What are the major types of budgets? What are the major types of financial statements? How are financial statements analyzed?
- What are the key steps in planning and managing the production of a product and the on-going operations of a business?
- What types of risk does a business normally face and how does a business manage those risks in order to avoid financial damage?
- What are a consumer's rights and responsibilities and what actions have been taken to protect the consumer in today's

economy?

- How do I plan and manage my financial resources in order to insure I can achieve my important life goals including education, home ownership and retirement?
- How is the U.S. banking system structured and regulated? What is the Federal Reserve System and what is its function? What is the difference between a bank and an SL&A, Credit Union, Investment Company?
- What are the types of credit available? How and for what purposes are they used? How are they applied for? How is credit regulated?
- How do I accumulate capital? What are the best ways to invest in order to achieve the specific objectives I have?
- What are the major types of personal insurance that are available? How do I determine what types of insurance and how much of each type that I need?

Enduring Understandings

- Understand how “wants” and “needs” affect economic decisions of consumers and businesses.
- Understand the measurements commonly used to gauge economic activity and business conditions in our society.
- Understand the basics of importing, exporting, international trade, and global business activities.
- Understand the responsibility of business and government to society and understand the role of government in relation to business.
- Understand the forms of business ownership and the role of each in the U.S. economy.
- Understand the role that small business plays in the U.S. economy and understand how a small business is started and managed.
- Understand the role of management in organizational success, the activities managers complete, and how leadership differs from management.
- Understand the role and importance of human resources and how to manage a diverse workforce and effective organizational culture.
- Understand the variety of career opportunities in business and learn how to prepare a career plan and apply for a secure job.
- Understand how goods and services are planned, promoted, distributed and sold to customers.
- Understand how computer systems and technology are used in various business settings.
- Understand how businesses perform financial planning including financial statement analysis, budgeting, payroll management, and financial decision making.
- Understand how production occurs in businesses and how businesses organize and manage their operations.
- Understand the risks faced by businesses and how to deal with insurable and uninsurable risks.
- Understand wise buying activities and protecting consumer rights and the importance of both.
- Understand money management activities, budgeting strategies, and future financial decisions.
- Understand the various financial institutions and their role in the overall economy.
- Understand the types of credit available to consumers as well as how credit should be used wisely.
- Understand how to save and invest in preparation for the purchase of a home, college education, retirement, and other major life events.
- Understand how to identify, analyze and purchase the types of insurance required to cover the various risks that individuals face.

Evidence of Understanding

The students will:

- Written class work comprised of problems related to the current topic, will be assigned each class.
- Every class work assignment will be reviewed to see if the student has grasped the major concepts of the unit.
- Content and pacing of subsequent classes will be modified based on the results of the homework reviews.
- During most classes, students will be given an opportunity to work on problems in small groups.
- As the students work, the instructor circulates, observes each group, and discusses the work being performed by the group ensuring understanding of key concepts.
- The instructor provides additional instruction and support as required.
- Tests are periodically administered at the conclusion of the coverage of a topic or group of related topics.
- The tests are a combination of multiple choice and open ended questions.

- Included in the quizzes and tests are open ended questions which require the student to develop a strategy to solve the problem and then execute that strategy.
- Analyze a situation.
- Understand what the fundamental questions are relative to the situation.
- Formulate an approach to answer the questions.
- Use the correct mathematical formulas and techniques to answer the questions.
- Thoroughly describe all of the above in clear and concise language.

Course Outline			
Unit	Essential Questions	Skills and Understandings	Assessment
I Economic Decisions & Systems	<ul style="list-style-type: none"> • What is the difference between wants & needs and goods & services? • What is the basic economic problem facing consumers? • How do the main types of economic systems answer the three economic questions? • What are supply and demand and how do they affect the prices of goods and services? 	<ul style="list-style-type: none"> • Explain the difference between needs and wants. • Describe the types of economic resources. • Explain the steps in economic decision making. • Differentiate among the main types of economic systems. • Describe how supply and demand affect the prices of products and services. 	<p>In class presentation, quiz, exam, in class homework, writing sample</p> <p>Writing 2a, 6, 8</p> <p>Reading 2, 3, 4</p>
II Economic Activity	<ul style="list-style-type: none"> • What economic data are commonly used in our society/ • What are business cycles, consumer prices, and interest rates? • How are investing, borrowing and various other economic activity related to the overall economy? 	<ul style="list-style-type: none"> • Define gross domestic product. • Describe economic measures of labor and consumer spending. • Describe the four phases of the business cycle. • Explain the causes of inflation and deflation. • Identify the importance of interest rates. • Discuss investment activities that promote economic growth. • Explain borrowing activities by government, business and consumers. • Describe future concerns of economic growth. 	<p>In class presentation, quiz, exam, in class homework, writing sample</p> <p>Writing 2a, 6, 8</p> <p>Reading 2, 3, 4</p>

III Business In the Global Economy	<ul style="list-style-type: none"> • What are importing, exporting, trade relations, and global currencies? • What are the geographic, economic, cultural and political aspects of international business? • What are the methods of organizing international business activities such as joint ventures and multinational corporations? 	<ul style="list-style-type: none"> • Describe importing and exporting activities. • Compare balance of trade and balance of payments. • Describe the components of international business environment. • Identify examples of formal trade barriers and explain actions to encourage international trade. • Explain common international business entry modes. • Describe activities of international trade organizations. 	<p>In class presentation, quiz, exam, in class homework, writing sample</p> <p>Writing 2a, 6, 8</p> <p>Reading 2, 3, 4</p>
IV Social Responsibility of Business & Government	<ul style="list-style-type: none"> • What are the actions that businesses take to improve society? • What actions does the government take to protect workers, consumers and businesses? • How do the regulation of utilities and unfair business practices along with government spending and borrowing affect the economy? 	<ul style="list-style-type: none"> • Describe social responsibility issues. • Identify the benefits and costs of social responsibility. • Explain the purpose of a code of ethics for a business. • Explain government protection activities. • Describe intellectual property. • Explain actions by government to regulate business. • Explain efforts of government to assist business. • Identify methods used by government to raise money. 	<p>In class presentation, quiz, exam, in class homework, writing sample</p> <p>Writing 2a, 6, 8</p> <p>Reading 2, 3, 4</p>
V Business Organization	<ul style="list-style-type: none"> • What changes have occurred in U.S. employment and what changes have occurred in the types and numbers of businesses? • What are the major forms of business ownership and what are 	<ul style="list-style-type: none"> • Describe the changing status of U.S. employment. • Discuss the role of business in the U.S. economy. • Understand the three major forms of business 	<p>In class presentation, quiz, exam, in class homework, writing sample</p> <p>Writing 2a, 6, 8</p> <p>Reading 2, 3, 4</p>

	<p>the strengths and limitations of each?</p> <ul style="list-style-type: none"> • How is an effective business organized? 	<p>ownership.</p> <ul style="list-style-type: none"> • Determine when each form of business ownership is most appropriate. • Recognize other specialized business ownership forms. • Understand important principles in designing an effective organization. • Compare alternative organizational structures for businesses. 	
VI Entrepreneurship & Small Business Management	<ul style="list-style-type: none"> • What are the characteristics of an entrepreneur? • What are the advantages and disadvantages of small business ownership and what resources are available to aid small business owners? • What are the elements of a business plan and what are the sources of financing for a new business? 	<ul style="list-style-type: none"> • Identify characteristics of successful entrepreneurs. • Recognize the importance of entrepreneurship in the economy. • Identify the important characteristics and competitive advantages of small business. • Identify problems faced by many small business owners.. • Recognize the important factors to be considered in starting a small business. • Describe the elements of a business plan. • Identify the types and sources of financing for a small business. 	<p>In class presentation, quiz, exam, in class homework, writing sample</p> <p>Writing 2a, 6, 8</p> <p>Reading 2, 3, 4</p>
VII Management & Leadership	<ul style="list-style-type: none"> • What are the five functions of management that are common to all levels of managers and the styles managers use to work with employees? • What are the characteristics of effective leaders? 	<ul style="list-style-type: none"> • Define the five functions of management. • Describe the levels of management in businesses. • Discuss when to use the two management styles. • Describe the need 	<p>In class presentation, quiz, exam, in class homework, writing sample</p> <p>Writing 2a, 6, 8</p> <p>Reading 2, 3, 4</p>

	<ul style="list-style-type: none"> What is ethical management, why is important, and how can leaders increase ethical behavior in their organizations? 	<p>for leadership skills and the characteristics of an effective leader.</p> <ul style="list-style-type: none"> Identify the human relations skills needed by managers and leaders. Recognize the types of leadership influence. Justify the need for ethical management. Identify the role of leaders in increasing ethical behavior. 	
VIII Human resources, Culture & Diversity	<ul style="list-style-type: none"> What is the nature of today's changing workforce and what is the work o human resources in relation to this workforce? How do you identify, hire, compensate, train and evaluate employees? Why is workforce diversity important? What are the important factors leading to an effective organizational culture? 	<ul style="list-style-type: none"> Describe the nature of today's workforce. Identify important goals and activities of human resources. Describe compensation and benefit plans. Recognize the goals of performance management. Recognize factors that contribute to an effective organization. Describe the benefits of diversity to an organization, individuals, and society. 	<p>In class presentation, quiz, exam, in class homework, writing sample</p> <p>Writing 2a, 6, 8</p> <p>Reading 2, 3, 4</p>

Accounting I: Academic

Grade Level	9, 10, 11, 12
Course Number	515
Subject Area	Business Education

Course Description

Accounting is a crucial component of academic background for students who will pursue higher levels of education in the business field and for those students who will pursue entrepreneurial ventures. The course covers the entire accounting cycles for a service business and for merchandising business. Although students master accounting concepts and principles by preparing documents and reports manually, the introduction of computerized systems has resulted in technology skills becoming an integral part of our curriculum. Automated procedures eliminate many repetitions tasks and permit the inclusion of individual and group activities, which involve high-level thinking skills.

Content Standards

Instructional Technology Standards

Standard 1. Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity.

Standard 2. Demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media

Standard 3. Demonstrate ability to use technology for research, problem-solving, and communication. Students locate, evaluate, collect, and process information from a variety of electronic sources. Students use telecommunications and other media to interact or collaborate with peers, experts, and other audiences.

The National Standards for Business Education

- Because *all* students will participate in the economic system, all students need to be literate in business and economics.
- Because *all* students will encounter a business environment that is characterized by diversity—both domestic and international—all students need to practice the interpersonal, teamwork, and leadership skills that will help them function successfully in that environment.
- Because *all* students will use technology as a tool for managing information, all students need to hone the lifelong learning skills that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling.
- Technology has accelerated the pace and frequency of change not only in business but also in life. Today, life and work activities tend to overlap. This trend is likely to continue and will require more sophisticated decision-making in all spheres.

Reading Standards

2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information present in a text by paraphrasing them in simpler but still accurate term.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4. Determine the meaning of symbols, key terms, and other domain-specific scientific or technical context relevant to grades.

Writing Standards

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Essential Questions

- What are the components of the Accounting Equation?
- How are transactions recorded as debits and credits in a "T" account?
- What are the steps in the Accounting Cycle?
- What are the components of the balance sheet and income statement?

- How is data transferred from a journal to a ledger?

Enduring Understandings

- Students will understand underlying accounting concepts and principles and how they apply to recording and reporting financial information.
- Students will learn how to record transactions and prepare documents and reports manually.
- Students will acquire necessary technological skills necessary to generate appropriate reports.
- Students will gain critical thinking skills necessary to interpret and analyze financial data.

Evidence of Understanding

- The students will be able to complete the various steps of the accounting cycle and explain the purpose of each step in the cycle.
- The students will be able to determine the value of assets, liabilities, and owners equity according to generally accepted accounting principles.
- The students will be able to interpret and analyze balance sheets and income statements.

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
1 Starting a Proprietorship	<ul style="list-style-type: none"> • What is a service business? • What is the accounting equation? • What is reported on a balance sheet? 	<ul style="list-style-type: none"> • Define accounting terms and concepts related to starting a service business as a proprietorship. • Identify and define the components of the accounting equation. • Know the components of a balance sheet. 	<ul style="list-style-type: none"> • “Start a Proprietorship” Group Work • Reading Quiz: given after students are introduced to unit, but before teacher instruction. • Practical problems • Chapter Test
2 Starting a Proprietorship: Changes that Affect owner’s Equity	<ul style="list-style-type: none"> • What is owner’s equity and what accounts affect it? 	<ul style="list-style-type: none"> • Define accounting terms and identify accounting concepts related to changes that affect owner’s equity. • Prepare a balance sheet. 	<ul style="list-style-type: none"> • Reading Quiz • Accounting Equation analysis exercises • Practical problems • Chapter Test
3 Analyzing Transactions into Debit and Credit Parts	<ul style="list-style-type: none"> • What is a credit? • What is a debit? • What is a T account? 	<ul style="list-style-type: none"> • Define and identify accounting terms related to analyzing debit and credit parts using T accounts. 	<ul style="list-style-type: none"> • Reading Quiz • T- Account analysis exercises • Practical Problems • Chapter Test

<p>4 Recording Transactions in a General Journal</p>	<ul style="list-style-type: none"> • What is a general journal? • What is journalizing? • How are debits and credits set up in a general journal? • What are some examples of source documents? 	<ul style="list-style-type: none"> • Define accounting terms and identify accounting concepts and practices related to journalizing transactions. • Record transactions in a general journal. • Identify and define source documents. • Start a new journal page. 	<ul style="list-style-type: none"> • Reading Quiz • Practical Problems • Chapter Test
<p>5 Posting from a General Journal to a General Ledger</p>	<ul style="list-style-type: none"> • What is a general ledger? • What components are in a chart of accounts? • What is posting? 	<ul style="list-style-type: none"> • Define accounting terms and identify accounting concepts and practices related to posting from a general journal to a general ledger. • Prepare a chart of accounts. • Post from a general journal to a general ledger. • Prove cash and journalize closing entries. 	<ul style="list-style-type: none"> • Reading Quiz • Practical Problems • Chapter Test
<p>6 Cash Control Systems</p>	<ul style="list-style-type: none"> • What types of endorsements are available? • How is cash reconciled? 	<ul style="list-style-type: none"> • Define accounting terms and identify accounting concepts and practices related to using a checking account and a petty cash fund. • Prepare business papers related to a checking account. • Reconcile a bank statement. • Journalize dishonored checks and electronic banking transactions. • Establish and replenish a petty cash fund. 	<ul style="list-style-type: none"> • Reading Quiz • Practical Problems • Chapter Test

<p>7</p> <p>Worksheet for a Service Business</p>	<ul style="list-style-type: none"> • What are the components of a worksheet? • How are adjustments reconciled on a worksheet • How is a worksheet set up on Microsoft Excel? • How is net income calculated 	<ul style="list-style-type: none"> • Define accounting terms and identify accounting concepts and practices related to setting up a worksheet. • Prepare and complete all components of a worksheet. • Calculate the Owner's Equity section of the balance sheet. • Use Microsoft Excel to input accounting data in a worksheet. 	<ul style="list-style-type: none"> • Reading Quiz • Practical Problems • Chapter Test
<p>8</p> <p>Financial Statements for a Proprietorship</p>	<ul style="list-style-type: none"> • How is component percentage calculated? • What are the components of a balance sheet and income statement? 	<ul style="list-style-type: none"> • Define accounting terms and identify accounting concepts and practices related to preparation of financial statements. • Identify the components of a balance sheet and income statement. 	<ul style="list-style-type: none"> • Reading Quiz • Practical Problems • Chapter Test
<p>9</p> <p>Recording Adjusting and Closing Entries for a Service Business</p>	<ul style="list-style-type: none"> • What is the Accounting Cycle? 	<ul style="list-style-type: none"> • Define accounting terms and identify accounting concepts and practices related to adjusting and closing entries. • Record adjusting entries and closing entries. • Prepare a post-closing trial balance. 	<ul style="list-style-type: none"> • Reading Quiz • Practical Problems • Chapter Test
<p>10</p> <p>Journalizing Purchases and Cash Payments Using Special Journals</p>	<ul style="list-style-type: none"> • What is a partnership? • What are the differences between a merchandising and service business? 	<ul style="list-style-type: none"> • Define Partnership and what differentiates a partnership from other business entities. • Define accounting terms and identify accounting concepts and practices related to cash payments for a merchandising 	<ul style="list-style-type: none"> • Reading Quiz • Practical Problems • Chapter Test

		<ul style="list-style-type: none"> business. Journalize transactions using a purchases journal, cash payments journal and general journal. Total, prove, and rule a cash payments journal and start a new cash payments journal page. 	
11 Journalizing Sales and Cash Receipts Using Special Journals	<ul style="list-style-type: none"> How is sales tax calculated? What are special journals? 	<ul style="list-style-type: none"> Define accounting terms and identify accounting concepts and practices related to sales and cash receipts. Journalize sales on account and cash receipts. 	<ul style="list-style-type: none"> Reading Quiz Practical Problems Chapter Test
12 Posting to General and Subsidiary Ledgers	<ul style="list-style-type: none"> What is a subsidiary ledger? How do you determine a schedule of accounts payable / receivable? 	<ul style="list-style-type: none"> Define accounting terms and identify accounting concepts and practices related to posting to ledgers. Post from a purchase journal, cash payments journal and general journal to an accounts payable ledger; from a sales journal and cash receipts journal to an accounts receivable ledger; and from a cash payments journal and general journal to a general ledger. Post journal totals to general ledger. 	<ul style="list-style-type: none"> Reading Quiz Practical Problems Chapter Test

Accounting II: Academic

Grade Level	10, 11, 12
Course Number	516
Subject Area	Business Education

Course Description

This is a financial accounting course that continues and expands upon the organizations and procedures of the first year Accounting course, introducing systems such as payroll and accounts payable systems. Much of the material covered will be the same material that students would cover in a beginning college Accounting course.

Content Standards

Instructional Technology Standards

Standard 1. Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity.

Standard 2. Demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media

Standard 3. Demonstrate ability to use technology for research, problem-solving, and communication. Students locate, evaluate, collect, and process information from a variety of electronic sources. Students use telecommunications and other media to interact or collaborate with peers, experts, and other audiences.

The National Standards for Business Education

- Because *all* students will participate in the economic system, all students need to be literate in business and economics.
- Because *all* students will encounter a business environment that is characterized by diversity—both domestic and international—all students need to practice the interpersonal, teamwork, and leadership skills that will help them function successfully in that environment.
- Because *all* students will use technology as a tool for managing information, all students need to hone the lifelong learning skills that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling.
- Technology has accelerated the pace and frequency of change not only in business but also in life. Today, life and work activities tend to overlap. This trend is likely to continue and will require more sophisticated decision-making in all spheres.

Reading Standards

2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information present in a text by paraphrasing them in simpler but still accurate term.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4. Determine the meaning of symbols, key terms, and other domain-specific scientific or technical context relevant to grades.

Writing Standards

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Essential Questions

- How are employer payroll taxes and payroll withholding calculated, recorded and paid?
- How are component percentages used to analyze an income statement for a merchandising business?
- How do different depreciation methods affect the financial reporting of a business?
- How do different inventory costing methods affect the financial reporting of a business?
- What accounting concepts and practices relate to accrued revenue and accrued expenses?
- What if the most effective way to analyze an income statement for a merchandising business?

Enduring Understandings

- Students will learn how to identify and apply accounting concepts and principles.
- Students will gain an understanding of the various concentrations of study/work encompassed under the “Accounting Umbrella.”
- Students will continue to build and enhance technological skills.
- Students will become familiar with using software to enhance recordkeeping and analysis.

Evidence of Understanding

The students will be equipped to perform the following:

- Determine the value of assets, liabilities, and owner’s equity according to generally accepted accounting principles, explaining when and why they are used in dealing with partnerships and corporations
- Explain the purpose of notes receivable; establish and maintain accounts for receivables and related interest
- Compare and evaluate inventory concepts and costing procedures and apply these concepts and procedures to merchandising and manufacturing businesses
- Explain the purpose of depreciation
- Calculate depreciation and apply appropriate concepts and techniques for acquisition, depreciation, and disposal of property, plant, and equipment
- Define and analyze short-term and long term investments
- Explain the process of notes payable; establish and maintain accounts for payables and related interest
- Analyze mortgage and lease obligations
- Explain the purpose of common stock, preferred stock, paid-in capital, retained earnings and dividends for a corporation
- Apply appropriate accounting concepts and techniques to analyze and record investments by stockholders and the declaration and payments of dividends

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
13 Preparing Payroll Records	<ul style="list-style-type: none"> • How are different employee and employer taxes calculated? • How is the length of a pay period determined? 	<ul style="list-style-type: none"> • Define accounting terms and identify accounting concepts and practices related to payroll records. • Differentiate between employee and employer payroll taxes. 	<ul style="list-style-type: none"> • Reading Quiz • Practical Problems • Chapter Test

<p>14 Payroll Accounting, Taxes, and Reports</p>	<ul style="list-style-type: none"> • How do accounting concepts and practices relate to payroll accounting, taxes, and reports? • How are employer payroll taxes and payroll withholding calculated, recorded and paid? 	<ul style="list-style-type: none"> • Define accounting terms related to payroll accounting, taxes, and reports. • Analyze payroll transactions a record a payroll. 	<ul style="list-style-type: none"> • Reading Quiz • Practical Problems • Chapter Test
<p>15 Work Sheet for a Merchandising Business</p>	<ul style="list-style-type: none"> • How do accounting concepts relate to a work sheet for a merchandising business? • How is a work sheet used to plan adjustments for a merchandising business? 	<ul style="list-style-type: none"> • Define accounting terms related to a work sheet for a merchandising business. • Complete a work sheet for a merchandising business 	<ul style="list-style-type: none"> • Reading Quiz • Practical Problems • Chapter Test
<p>16 Financial Statements for a Partnership</p>	<ul style="list-style-type: none"> • What is the accounting concepts related to financial statements for a merchandising business organized as a partnership? • How are component percentages used to analyze an income statement for a merchandising business organized as a partnership? 	<ul style="list-style-type: none"> • Prepare an income statement and a balance sheet for a merchandising business organized as a partnership. • Prepare a distribution of net income statement and owners' equity statement for a merchandising business organized as a partnership. 	<ul style="list-style-type: none"> • Reading Quiz • Practical Problems • Chapter Test
<p>17 Recording Adjusting and Closing Entries for a Partnership</p>	<ul style="list-style-type: none"> • What are the key closing entries for income statement accounts? • What are the key closing entries for net income or loss and partners' drawing accounts? 	<ul style="list-style-type: none"> • Record adjusting and closing entries for income statement accounts. • Prepare a post-closing trial balance. 	<ul style="list-style-type: none"> • Reading Quiz • Practical Problems • Chapter Test

<p>18 Recording Purchases and Cash Payments</p>	<ul style="list-style-type: none"> • What accounting concepts and practices relate to purchases and cash payments? • How are purchases recorded in a purchases journal? 	<ul style="list-style-type: none"> • Define accounting terms related to purchases and cash payments. • Record petty cash and post using a cash payments journal 	<ul style="list-style-type: none"> • Reading Quiz • Practical Problems • Chapter Test
<p>19 Recording Sales and Cash Receipts</p>	<ul style="list-style-type: none"> • How are transactions recorded for international sales? • What accounting concepts and practices relate to sales and cash receipts? 	<ul style="list-style-type: none"> • Record sales on account and post, using a sales journal. • Record cash receipts and post, using a cash receipts journal. 	<ul style="list-style-type: none"> • Reading Quiz • Practical Problems • Chapter Test
<p>20 Accounting for Uncollectible Accounts Receivable</p>	<ul style="list-style-type: none"> • What accounting concepts and practices relate to uncollectible accounts? • What is the effect of uncollectible accounts on the financial stability of a partnership? 	<ul style="list-style-type: none"> • Define accounting terms related to uncollectible accounts. • Calculate, journalize, and post estimated uncollectible accounts expense. 	<ul style="list-style-type: none"> • Reading Quiz • Practical Problems • Chapter Test
<p>21 Accounting for Plant Assets and Depreciation</p>	<ul style="list-style-type: none"> • How do differing depreciation methods affect the financial reporting of a business? • How is the book value of a plant asset calculated? 	<ul style="list-style-type: none"> • Record the buying of a plant asset and its subsequent disposal. • Prepare plant asset records and journalize annual depreciation expense. 	<ul style="list-style-type: none"> • Reading Quiz • Practical Problems • Chapter Test
<p>22 Accounting for Inventory</p>	<ul style="list-style-type: none"> • How do differing inventory costing methods affect the financial reporting of a business? • What are the accounting concepts and practices relating to inventory? 	<ul style="list-style-type: none"> • Determine the cost of merchandise inventory using the FIFO, LIFO, weighted-average inventory costing methods. • Prepare an inventory stock record. 	<ul style="list-style-type: none"> • Reading Quiz • Practical Problems • Chapter Test

<p>23 Accounting For Notes and Interest</p>	<ul style="list-style-type: none"> • How does interest expense and interest income affect the financial reporting of a business? • What are the accounting concepts and practices related to notes and interest? 	<ul style="list-style-type: none"> • Calculate interest and maturity dates for notes. • Analyze and record transactions for notes payable and notes receivable. 	<ul style="list-style-type: none"> • Reading Quiz • Practical Problems • Chapter Test
<p>24 Accounting for Accrued Revenue and Expenses</p>	<ul style="list-style-type: none"> • How do accrued revenue and accrued expenses affect the financial reporting of a business? • What are the accounting concepts and practices related to accrued revenue and accrued expenses? 	<ul style="list-style-type: none"> • Record adjusting, closing, and reversing entries for accrued revenue. • Record adjusting, closing, and reversing entries for accrued expenses. 	<ul style="list-style-type: none"> • Reading Quiz • Practical Problems • Chapter Test
<p>25 Distributing Dividends and Preparing a Work Sheet</p>	<ul style="list-style-type: none"> • What are the accounting concepts and practices related to distributing dividends? • How are dividends declared and paid for a merchandising business organized as a corporation? 	<ul style="list-style-type: none"> • Journalize the declaration and payment of a dividend for a merchandising business organized as a corporation. • Calculate federal income tax and plan an adjustment for federal income tax expense. 	<ul style="list-style-type: none"> • Reading Quiz • Practical Problems • Chapter Test
<p>26 Financial Statements and End-of-Fiscal-Period Entries for a Corporation</p>	<ul style="list-style-type: none"> • What is the most effective way to analyze an income statement for a merchandising business organized as a corporation? • How is a statement of stockholder' equity for a merchandising business organized as a corporation prepared? 	<ul style="list-style-type: none"> • Define accounting terms related to financial statements for a merchandising business organized as a corporation. • Identify accounting concepts and practices related to financial statements and end-of-fiscal entries for a merchandising business organized as a corporation. 	<ul style="list-style-type: none"> • Reading Quiz • Practical Problems • Chapter Test

Sports and Entertainment Marketing: Academic

Grade Level	10, 11, 12
Course Number	520
Subject Area	Business Education

Course Description

This course introduces students to the world of Sports and Entertainment Marketing with an exciting overview designed to give students the basic skills for the sports and entertainment marketing industry. The subject matter for the course builds from the ground up with basic marketing skills, to understanding the sports and entertainment market, then to promoting sports and entertainment products, marketing research and data collection, branding and licensing, and ultimately mapping out a career in the Sports and Entertainment Marketing industry. Students will be required by the end of this course to create a major Sports and Entertainment Marketing Portfolio which will be based upon a specific market of their choice.

Content Standards

Reading Standards

2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information present in a text by paraphrasing them in simpler but still accurate term.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4. Determine the meaning of symbols, key terms, and other domain-specific scientific or technical context relevant to grades.

Writing Standards

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
What is Sports and Entertainment Marketing?	What are the basic concepts of marketing? What is the marketing mix? What are the six core standards of Marketing? What is the value of sports marketing to the economy? What are the impacts of advances	Understand the elements of the marketing mix The basic core standards of marketing and how they are applied to marketing practices The value of this type of marketing to the economy and to the world	Chapter Test Section Reviews for homework Participation grades Class discussions

	in entertainment technology on entertainment marketing?	How technology has advanced the types of products and advertising for those products.	
Sports and Entertainment Means Business	<p>What are “risks” and what different classifications does risk fall into?</p> <p>What is ethical business behavior?</p> <p>Where do sources of funding come from for the sports and entertainment industry?</p> <p>What is economic utility?</p>	<p>Categorize and understand different types of risk that businesses undertake and how businesses assess risk management</p> <p>Define and be able to identify ethical business practices</p> <p>Understand and use tools for financial analysis</p>	<p>Chapter Test</p> <p>Section Reviews for homework</p> <p>Participation grades</p> <p>Class discussions</p>
The Wide World of Sports and Entertainment	<p>What are industry standards, norms and trends?</p> <p>What is the role of travel and tourism in sports and entertainment marketing?</p> <p>What makes international marketing so challenging for businesses?</p> <p>What is the concept of “promotion” really about?</p>	<p>Understand the ideas of economic ups and downs regarding industries</p> <p>Define and understand the different aspects of promotion and how there are many ways to promote a product or service</p> <p>Understand how travel and tourism have a major effect on how the sports and entertainment industry functions</p>	<p>Chapter Test</p> <p>Section Reviews for homework</p> <p>Participation grades</p> <p>Class discussions</p>
Hit a Home Run with Customer	<p>Why is it critical to understand buyer behavior when it comes to marketing?</p> <p>What are a target markets and market segments?</p> <p>How does customer service affect a business relationship?</p>	<p>Understand how critical customer service is to the livelihood of a business and the products that the business sells</p> <p>Define target market and market segmentation and understand why those are critical pieces of the overall marketing strategy of companies</p>	<p>Chapter Test</p> <p>Section Reviews for homework</p> <p>Participation grades</p> <p>Class discussions</p>
Marketing-Information Management	<p>How does managing information effectively help a business?</p> <p>What are the steps involved in the marketing research process and how do they effect business decisions?</p> <p>How are data-driven decisions made in the business world?</p>	<p>Understand the purpose of marketing-information management</p> <p>Understand and define the steps in the marketing research process and the human factors that influence that process</p> <p>Explain and evaluate data in order to use it in the business decision making process</p>	<p>Chapter Test</p> <p>Section Reviews for homework</p> <p>Participation grades</p> <p>Class discussions</p>
The Marketing Game Plan	How does planning to stay ahead of the competition influence the	Explain the difference between marketing tactics	Chapter Test

	<p>business decision making process?</p> <p>How do customers influence the marketing strategy for a company?</p> <p>How does a marketing plan evolve and what components are critical to a successful marketing plan?</p>	<p>and strategies and why it is critical to plan to stay ahead of the competition</p> <p>Understanding the importance about learning customer traits and desires</p> <p>Describe how marketers determine the direction and focus of the marketing plan of a company</p>	<p>Section Reviews for homework</p> <p>Participation grades</p> <p>Class discussions</p>
The Product is Sports and Entertainment	<p>What is the product mix? How is it used as part of the marketing plan strategy?</p> <p>What is the financial impact of the baby boomer generation on the sports and entertainment industries and why is it important to the success of the economy?</p> <p>Why are product positioning and the product life cycle critical elements to the marketing strategy of a company?</p>	<p>Understand the bottom line for sports and entertainment events and how marketing costs play a major role in budgeting</p> <p>Describe how customization of products has become a major component of the sports and entertainment marketing plans</p> <p>Explain the product life cycle and how products are positioned in the marketplace</p>	<p>Chapter Test</p> <p>Section Reviews for homework</p> <p>Participation grades</p> <p>Class discussions</p>
Choose the Channel	<p>How do amateur and professional sports differ in regulation and business sponsorship?</p> <p>How do the changing formats of music distribution influence the entertainment marketing industry?</p> <p>How do sports and entertainment merge together into a marketing campaign?</p>	<p>Explain the importance of sports and entertainment distribution channels in the positioning of products for a company</p> <p>Understand the difference between amateur and professional sports and how advertising regulations differ between the two.</p> <p>Explain how the changes in digitalizing music have altered the marketing strategy for the entertainment industry.</p>	<p>Chapter Test</p> <p>Section Reviews for homework</p> <p>Participation grades</p> <p>Class discussions</p>
The Economics of Supply and Demand	<p>How do supply and demand relationships regulate the price of products as well as the economy?</p> <p>How do businesses determine price for their product or service?</p> <p>What are the elements of the business cycle and how does the business cycle affect the economy?</p>	<p>Explain the relationship among supply, demand and price.</p> <p>Understand how the government influences pricing of products and services.</p> <p>Explain pricing strategies used by businesses to</p>	<p>Chapter Test</p> <p>Section Reviews for homework</p> <p>Participation grades</p> <p>Class discussions</p>

		<p>increase sales.</p> <p>Understand and explain how businesses determine prices for products and services.</p> <p>Describe the business cycle and its impact on sports and entertainment</p>	
Sports and Entertainment Promotion	<p>What are the goals of advertising and promotion?</p> <p>What are the ways businesses attempt to promote their products?</p> <p>Why are publicity and positive public image critical to the success of a product or service? How can companies maintain a positive image?</p>	<p>List and define the elements of promotion.</p> <p>List and describe the steps involved in the development of effective advertising.</p> <p>Describe the different types of sales promotions and how they are implemented by businesses.</p>	<p>Chapter Test</p> <p>Section Reviews for homework</p> <p>Participation grades</p> <p>Class discussions</p>
Promotional Planning	<p>What are the goals of a successful promotional planning campaign?</p> <p>How do sponsors make money by sponsoring games and events?</p> <p>What is the potential benefit for companies who risk advertising money during sporting and entertainment events?</p>	<p>Discuss and describe recent promotional trends and ways to stay current with these trends.</p> <p>Develop a promotional plan.</p> <p>Explain the benefits of sponsorship for companies who advertise products using sports and entertainment venues as their placement location.</p>	<p>Chapter Test</p> <p>Section Reviews for homework</p> <p>Participation grades</p> <p>Class discussions</p>
Selling Sports and Entertainment	<p>What are the elements and goals of each step of the sales process?</p> <p>Why are certain individuals considered to be great salespeople and others are not? What skills do successful salespeople possess?</p> <p>How are prices for games and events decided?</p> <p>How to group and corporate sales effect the sports and entertainment industry?</p>	<p>List and describe the sales process for sports and entertainment products.</p> <p>Describe the management skills and knowledge necessary for successful salespeople.</p> <p>Understand and describe the ticket economy in relation to supply and demand.</p> <p>Describe how companies use sports and entertainment as a way to motivate and incite employees to perform tasks at a high level.</p>	<p>Chapter Test</p> <p>Section Reviews for homework</p> <p>Participation grades</p> <p>Class discussions</p>
Sports and Entertainment Legal Issues	<p>How do laws impact sports and entertainment marketing practices?</p> <p>How does the term intellectual</p>	<p>Understand and explain how copyright law works.</p> <p>Describe how strikes and unions affect sports and</p>	<p>Chapter Test</p> <p>Section Reviews for homework</p>

	<p>property actually get determined?</p> <p>What control does labor have over the sports and entertainment product?</p>	<p>entertainment profitability.</p> <p>Explain the concept of a strike and how it affects the economy of the nation and even the global economy.</p>	<p>Participation grades</p> <p>Class discussions</p>
Creating, Owning, and Operating a Business	<p>What characteristics and traits make an entrepreneur successful?</p> <p>What are the functions of the elements included on a business plan?</p> <p>Why does every business need a human resource element included in a business plan?</p> <p>What roles do safety and security play in the sports and entertainment production process?</p>	<p>Define and explain what an entrepreneur is and their effect on the economy.</p> <p>Understand and explain what a business plan is and the function it serves for a company.</p> <p>Understand the need for human resources and its main functions.</p> <p>Explain the risks that a business could face at a concert or sporting event.</p>	<p>Chapter Test</p> <p>Section Reviews for homework</p> <p>Participation grades</p> <p>Class discussions</p>
Scoring a Career	<p>What types of careers are available and sought out in the sports and entertainment industry?</p> <p>Why is continuous professional development important to an individual's success?</p>	<p>Explain the skills needed and ways to prepare for a career in sports and entertainment marketing.</p> <p>Explain the benefits of being involved in a student professional organization.</p>	<p>Chapter Test</p> <p>Section Reviews for homework</p> <p>Participation grades</p> <p>Class discussions</p>

International Business: Academic

Grade Level	11, 12
Course Number	525
Subject Area	Business Education

Course Description

This Course will primarily discuss the business, cultural, communication, and management challenges currently developing in the global economy. Technology, removal of trade barriers, currency exchange, and other developments have necessitated that firms be prepared to conduct business on a global scale. However, what is familiar to one culture or geography is entirely foreign to another. To be prepared to meet all of the challenges faced in conducting any kind of business in an “overseas” environment, we must know what to expect and how to manage those challenges.

Content Standards

What aspects of the state standards does the course address?

Students must complete one Business Education course to be eligible for graduation. The course offerings in the North Reading Business Education Department provide a foundation for success for **all** students, no matter what their ultimate goals in life may be. These course offerings are aligned with the *Massachusetts Instructional Technology Frameworks* and the *National Standards for Business Education*.

The recommended *National Standards for Business Education* relative to International Business standards are -

Standard 1. Explain the role of international business; analyze how it impacts business at all levels, including the local, state, national, and international levels.

Standard 2. Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the global business environment.

Standard 3. Apply communication strategies necessary and appropriate for effective and profitable international business relations.

Standard 4. Describe the factors that define what is considered ethical and socially responsible business behavior in a global business environment.

Standard 6. Relate balance of trade concepts to the import/export process.

Standard 7. Analyze special challenges in operations, human resources, and strategic management in international business.

Standard 8. Apply marketing concepts to international business situations.

Standard 9. Explain the concepts, role, and importance of international finance and risk management.

The National Standards for Business Education are based on the conviction that business education competencies are essential for **all** students.

- Because **all** students will participate in the economic system, all students need to be literate in business and economics.
- Because **all** students will encounter a business environment that is characterized by diversity—both domestic and international—all students need to practice the interpersonal, teamwork, and leadership skills that will help them function successfully in that environment.
- Because **all** students will require a strong knowledge of Insurance and Taxation as tools for managing personal financial condition. In doing so, all students will be able to hone the lifelong learning skills that foster flexible career paths and confidence in adapting to a workplace that demands thoughtful consideration.

Reading Standards

2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information present in a text by paraphrasing them in simpler but still accurate term.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4. Determine the meaning of symbols, key terms, and other domain-specific scientific or technical context relevant to grades.

Writing Standards

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Essential Questions

- How do I identify the right global location in which to do business?
- What is currency exchange aka f/x? How does it work?
- How can I use f/x to my advantage if I am running a global business?
- What are some f/x concerns and how can I manage those?

- Does everyone in the world think like we do in the United States?
- What kind of challenges should I expect if I conduct business overseas?
- How does culture play into this challenge?
- What challenges are presented by dealing with different governments?
- What is the law in the environment in which I am doing business?
- What are some challenges with differences in language and understanding?
- If I am to build and manage a plant, what kinds of construction standards are expected?
- If I am to operate a plant overseas, what kinds of working conditions are expected?
- Is it proper to pay foreign workers what we would consider a substandard wage? Why or why not?
- If I am to sell a product overseas, what kinds of marketing or product safety standards are expected?
- Is it satisfactory to pursue substandard levels of business acceptance when compared to those levels we expect in the S?
- How do I manage those challenges?
- How can I use e-commerce to my advantage?
- Can technology help mitigate some global business challenges?
- What kind of risk management should I pursue if I am conducting business in an international environment?
- Would it be better for my company to remain a national presence and not pursue a global profile?

Enduring Understandings

Students will learn how to:

- How to prepare for cultural challenges
- How to prepare for logistical challenges
- How to prepare for legal challenges and differences of legal understanding
- How to use currency exchange to the advantage of the business
- How to sell into foreign markets
- How to open and manage a plant in an overseas environment
- The importance of understanding and managing ethical challenges

Evidence of Understanding

The students will:

- Be able to measure the variety of complex challenges faced by businesses in global environments
- Be able to display the ability to understand and calculate basic currency exchange
- Be prepared to explain the risks associated with the challenges
- Be able to quantify the “upside” and “downside” of these risks and challenges
- To integrate computer technology into conducting business on a global scale
- To learn and accept what is too risky to pursue or what does not make sense to the business (utilizing “reactive default” reasoning) in lieu of simply pursuing something because everyone else does Speak the “language” of global business and economics
- Demonstrate logical business thought supported by facts and reason
- Understand the culture of different countries and how these will affect the global business cycle
- Explain the legal differences and challenges throughout the world
- Explain the governmental differences and challenges throughout the world
- Understand the concept of “nationalism” and explain the associated challenges
- Analyze language barriers and solutions to this problem
- Display knowledge and understanding of currency exchange
- Calculate simple currency exchange formulas
- Display knowledge and understanding of logistics
- Calculate simple logistical algorithms
- Demonstrate an understanding of the risks involved with conducting business on a global scale
- Demonstrate an understanding of the challenges involved with conduction business on a global scale
- Differentiate between selling products and services globally and building and developing products and services

globally

- Demonstrate a working knowledge of how to manage a firm that has a global presence
- Understand how and why business has changed from a local or provincial discipline to a global discipline

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Unit 1 – International Business	-What is a general example of an international business? -Can you name an actual company that is a global company? How is it global? -How did the world become so small? -What things in society are promoting or helping to promote global business?	-Define the term “globalization” -Differentiate between local and global companies -Understand the forces that allowed companies to become global	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8 Reading 2, 3, 4
Unit 2 – Culture	-What are some of the cultural challenges faced by global companies? -Do these challenges differ from country to country? -In your opinion, what is one of the most important challenges?	-Provide examples of how cultural challenges differ from country to country -Be able to define strategies to manage cultural challenges	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8 Reading 2, 3, 4
Unit 3 – Government	-How does government factor into this discussion? -How does foreign government involvement affect business and business decisions? -Is there an instance in which the risk in dealing with a government is too significant to invest in a new business venture?	-Understand current geo-political challenges and how they relate to business -Be able to articulate what the challenges mean to a <i>specific</i> business -Be able to identify countries in which there would be no opportunity due to government conditions, restrictions, and political climate	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8 Reading 2, 3, 4
Unit 4 – Finance and Currency Exchange	-What is currency exchange and how does it work? -Why is currency exchange important to a business? -What are the current trends in currency exchange is it relates to the US dollar?	-Be able to calculate a currency exchange -be able to understand how and why currency exchange affects a business -Be able to integrate an exchange into a company financial statement	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8 Reading 2, 3, 4
Unit 5 – The Law	-What types of laws are applicable to a business? -How does law affect the way a business conducts business? -How are laws different in different countries?	-Understand the application of different laws in a business environment -Be able to understand how the law is different in different countries -Understand the risks involved with the law	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8 Reading 2, 3, 4

Unit 6 – Management	-What challenges do managers face when trying to manage employees from a different country? -What factors (religion, culture, customs, etc) need to be considered?	-Be able to articulate global management challenges -Be able to address challenges of managing religion, cultural, and customs challenges	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8 Reading 2, 3, 4
Unit 7 – Operations and Production	-Why is it advantageous to a US firm to build and operate a factory overseas? -What are the disadvantages to a US firm of operating a factory overseas? -What are the current manufacturing trends for US companies?	-Be able to discuss why US companies build manufacturing plants overseas -Be able to intelligently discuss the term “logistics” and its application to operations	In class presentation, quiz, exam, in class homework, writing sample Writing 2a, 6, 8 Reading 2, 3, 4
Unit 8 – Sales and Marketing	-Why do all global businesses seek international selling opportunities? -Do slogans, brands, etc transfer to different languages and cultures? -Is there a different method/manner to market or sell in different countries?	-Articulate the “dangers” of marketing using the same techniques in different countries -Be able to identify country preferences, needs, requirements, and other facets that often dictate which product is marketed and how it is marketed	In class presentation, quiz, exam, in class homework, writing sample Writing 4, 6, 8 Reading 4, 8, 9
Unit 9 – Risk	-What is risk and how do we measure it? -What types of general risks are inherent in doing business globally? -What are specific risks of selling internationally, operating internationally, or doing business in general on a global scale?	-Be able to clearly discuss the various risks with global business ventures -Be able to measure and quantify the level of risk -Be able to translate risk into neutrality, opportunity, or potential failure	In class presentation, quiz, exam, in class homework, writing sample Writing 4, 6, 8 Reading 4, 8, 9
Unit 10 - Ethics	-What is “ethics” and how does it apply in the realm of business? -What are some of the ethical issues that US business face when doing business globally? -Can US businesses address these issues legitimately?	-Identify and discuss ethical challenges in a global business environment -Be able to identify solutions to some ethical challenges faced by US businesses -Understand the thought process that US companies utilize to balance ethics with business interests	In class presentation, quiz, exam, in class homework, writing sample Writing 4, 6, 8 Reading 4, 8, 9

Marketing and Sales: Academic

Grade Level	9, 10, 11, 12
Course Number	530
Subject Area	Business Education

Course Description

This course defines marketing and gives a detailed view of the role of marketing in today's economy. It emphasizes the need for quality data, understanding consumer behavior and competition, the importance of technology, and segues into how to develop and implement a successful marketing plan. The course also parlays economic principles from basic "Supply and Demand" laws to a more comprehensive account of product pricing and pricing based on market conditions. Students will also learn about marketing in a global economy, how to manage marketing risks and what financial tools are necessary for success in marketing. Also discussed will be the value of selling, preparing for effective selling, the selling process, the role of marketing in sales, and sales support. Ultimately, students will be able to map out an education and career path if they decide that they are interested in pursuing a career in Sales and/or Marketing.

Content Standards

Instructional Technology Standards

Standard 1. Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity.

Standard 2. Demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media

Standard 3. Demonstrate ability to use technology for research, problem-solving, and communication. Students locate, evaluate, collect, and process information from a variety of electronic sources. Students use telecommunications and other media to interact or collaborate with peers, experts, and other audiences.

The National Standards for Business Education

- Because *all* students will participate in the economic system, all students need to be literate in business and economics.
- Because *all* students will encounter a business environment that is characterized by diversity—both domestic and international—all students need to practice the interpersonal, teamwork, and leadership skills that will help them function successfully in that environment.
- Because *all* students will use technology as a tool for managing information, all students need to hone the lifelong learning skills that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling.
- Technology has accelerated the pace and frequency of change not only in business but also in life. Today, life and work activities tend to overlap. This trend is likely to continue and will require more sophisticated decision-making in all spheres.

Reading Standards

2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information present in a text by paraphrasing them in simpler but still accurate term.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4. Determine the meaning of symbols, key terms, and other domain-specific scientific or technical context relevant to grades.

Writing Standards

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Essential Questions

What is the need for marketing?
 What is the marketing concept?
 What is the social impact of marketing?
 What are some criticisms of marketing?
 What is competition?
 What is a marketing strategy?
 What is a marketing information system?
 What are the five levels of Maslow's hierarchy of needs?
 What are the segmentation categories?
 What is the difference between direct and indirect competition?
 What is E-Commerce?
 What are some potential negative aspects of E-Commerce?
 What are the elements that go into a marketing strategy?
 What is business-to-business marketing?
 What factors should be considered when making business purchasing decisions?
 How can pricing be used as marketing tool?
 What is the breakeven point and how can it be determined?
 How does pricing affect sales?
 What is net profit?
 What are some marketing tools that illuminate competitive conditions and help marketers set prices?
 What is the nature of effective communications?
 What are the five major factors that affect the promotional mix?
 What is the difference between product advertising and brand advertising?
 What are some common creative advertising formats?
 Why do businesses expand into international markets?
 How do governments help or hinder global expansion?

Enduring Understandings

- Demonstrate how marketing is essential to business growth.
- Explain why managing and extending credit is an important part of marketing.
- Acquire a foundational knowledge of promotion to understand its nature and scope.
- Explain the role of promotion as a marketing function.
- Create advertisements for products.
- Use team based exercises to problem solve.
- Identify elements of the promotional mix.
- Describe the seven steps in the promotional planning process.
- Explain the use of advertising agencies.

Evidence of Understanding

How will we know that they have mastered the enduring understandings of the course?

Informal Checks for Understanding

- Written class work comprised of problems related to the current topic, will be assigned each class.
- Every class work assignment will be reviewed to see if the student has grasped the major concepts of the unit.
- Content and pacing of subsequent classes will be modified based on the results of the homework reviews.

Observation & Dialogue

- During most classes, students will be given an opportunity to work on problems in small groups.
- As the students work, the instructor circulates, observes each group, and discusses the work being performed by the group ensuring understanding of key concepts.
- The instructor provides additional instruction and support as required.

Quizzes & tests

- Tests are periodically administered at the conclusion of the coverage of a topic or group of related topics.
- The tests are a combination of multiple choice and open ended questions.

Academic Prompts

- Included in the quizzes and tests are open ended questions which require the student to develop a strategy to solve the problem and then execute that strategy.

Performance Task/Project

Students are periodically assigned exercises where they are required to independently:

- Analyze a situation.
- Understand what the fundamental questions are relative to the situation.
- Formulate an approach to answer the questions.

Course Outline			
Unit	Essential Questions	Skills and Understanding	Assessment
Marketing Today and Tomorrow	What is Marketing? What is the marketing concept? How does the role of marketing change throughout different businesses?	Identify why marketing is such an important facet of business	Quizzes and Tests Performance tasks/projects
Socially Responsive Marketing	What type of societal impact does marketing have? What are some ethical dilemmas concerning marketing?	Explain the impact of marketing on society.	Quizzes and Tests Performance tasks/projects
Marketing Begins with Economics	How is economic activity stimulated? What is scarcity? What are the components of economic competition?	Describe the components of supply and demand. Graph supply demand and price equilibrium.	Quizzes and Tests Performance tasks/projects
The Basics of Marketing	What is a marketing strategy?	Identify changes in today's marketing. Understand the dynamics of consumers and competitors. Discuss the varied role of marketing.	Quizzes and Tests Performance tasks/projects
Marketing Information and Research	How is marketing data collected? What is marketing research used for?	Describe the need for market information. Explain the importance of	Quizzes and Tests Performance tasks/projects

		collecting primary research.	
Marketing Starts with Customers	What motivates buyers?	Demonstrate an understanding of consumer behavior.	Quizzes and Tests Performance tasks/projects
Competition is Everywhere E-Commerce and Virtual Marketing	What is E-Commerce? Why is the importance of E-commerce growing?	Explain the role of promotion for E-commerce.	Quizzes and Tests Performance tasks/projects
Developing a Marketing Strategy and Marketing Plan	What are the elements of a marketing strategy?	Identify marketing mix alternatives. Analyze consumer purchase classifications Develop a marketing plan.	Quizzes and Tests Performance tasks/projects
Developing Successful Products	What are the components of the product mix element?	Initiate product development.	Quizzes and Tests Performance tasks/projects
Services Need Marketing	What are service businesses?	Classify types of services. Evaluate quality of services. Develop a service marketing mix.	Quizzes and Tests Performance tasks/projects
Business-to-Business Marketing	What is the business to business dynamic?	Describe how businesses make purchasing decisions.	Quizzes and Tests Performance tasks/projects
Getting Products to Customers	How is product distribution set up?	Explain how marketing is executed through the distribution channels.	Quizzes and Tests Performance tasks/projects
Determining the Best Price	How is price related to market conditions?	Explain how prices are calculated and effect on bottom line.	Quizzes and Tests Performance tasks/projects
Effective Promotion Means Effective Communication	How is promotion used as a form of communication?	Identify Types of promotion and components of the promotional plan.	Quizzes and Tests Performance tasks/projects
Be Creative with Advertising	What is advertising?	Describe Advertising execution and evaluation.	Quizzes and Tests Performance tasks/projects
Selling Satisfies Customers	What is selling? What makes a good sales person? What is the selling process?	Explain the importance of a strong sales force. Describe the selling cycle and sales support.	Quizzes and Tests Performance tasks/projects
Marketing in a Global Economy	What are the impacts of the Global economy on marketing? How can companies engage in international business?	Identify aspects of international markets. Explain International Market penetration.	Quizzes and Tests Performance tasks/projects
Managing Risks	What is risk? What is the risk / reward tradeoff? How can risk be managed?	Define risk. Differentiate between types of risk. Calculate risk in a	Quizzes and Tests Performance tasks/projects

		given business situation.	
Marketing Requires Money	What is finance? How is financing obtained for marketing? What tools can be used for financial planning?	Explain how marketing and financing are intertwined. Explain how budgeting affects marketing capabilities.	Quizzes and Tests Performance tasks/projects
Entrepreneurship and Marketing	What is entrepreneurship? What are some characteristics of successful entrepreneurs? What types of business ownership opportunities exist?	Identify the qualities of a successful entrepreneur. Explain the essential role of marketing in starting your own business.	Quizzes and Tests Performance tasks/projects

Business Education Internship

Grade Level	12
Course Number	590 or 591
Subject Area	Business Education

Course Description

This program will be offered to North Reading High School seniors who are in good academic standing. These internships will be unpaid and will run for the entire school year. The last block of either a Green Day or Gold Day will be utilized for the program and upon completion of the internship the student will earn one credit. The program will give the students the opportunity to learn about potential careers by performing daily duties associated with that career, use current technology, and have direct contact with work supervisors. It will reveal to the students those areas of skill and knowledge that are required to attain particular career goals. The students will be able to evaluate career options based on their interests and abilities through direct exposure to the workplace.

Before embarking on the internship, the student will prepare a resume, a letter of introduction, and be interviewed at their desired place of employment. The student will keep workplace journals (daily logs), which will be presented to the coordinator quarterly. At the end of the experience, a written report on their workplace experience will be presented to the coordinator.

Content Standards

Instructional Technology Standards

Standard 1. Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity.

Standard 2. Demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media

Standard 3. Demonstrate ability to use technology for research, problem-solving, and communication. Students locate, evaluate, collect, and process information from a variety of electronic sources. Students use telecommunications and other media to interact or collaborate with peers, experts, and other audiences.

The National Standards for Business Education

- Because *all* students will participate in the economic system, all students need to be literate in business and economics.
- Because *all* students will encounter a business environment that is characterized by diversity—both domestic and

international—all students need to practice the interpersonal, teamwork, and leadership skills that will help them function successfully in that environment.

- Because *all* students will use technology as a tool for managing information, all students need to hone the lifelong learning skills that foster flexible career paths and confidence in adapting to a workplace that demands constant retooling.
- Technology has accelerated the pace and frequency of change not only in business but also in life. Today, life and work activities tend to overlap. This trend is likely to continue and will require more sophisticated decision-making in all spheres.

Reading Standards

2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information present in a text by paraphrasing them in simpler but still accurate term.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4. Determine the meaning of symbols, key terms, and other domain-specific scientific or technical context relevant to grades.

Writing Standards

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Essential Questions

Competency 1: Communication and Literacy

-The student demonstrates the ability to speak, listen, read, and write to function successfully at the work site.

Competency 2: Organizing and Analyzing Information

-The student gathers, organizes, and evaluates the meaning of documents and information.

Competency 3: Problem Solving

-The student identifies problems, understands their context and develops solutions.

Competency 4: Using Technology

-The student identifies and applies appropriate technologies.

Competency 5: Completing Entire Activities

-The student participates fully in a task or project from initiation to completion, using appropriate time-management skills.

Competency 6: Acting Professionally

-The student meets workplace standards on attendance, punctuality, dress-code, confidentiality, flexibility and self-control.

Competency 7: Interacting with Others

-The student works professionally and respectfully with a diversity of co-workers, supervisors and customers, resolving conflicts in a constructive manner.

Competency 8: Understanding All Aspects of Industry

-The student understands the structure and dynamics of the entire organization, health and safety issues in the industry and the role of the business within the larger community.

Competency 9: Taking Responsibility for Career and Life Choices

-The student balances demands of work, school and personal life and takes responsibility for developing his or her own

personal and professional growth.

Enduring Understandings

Students will learn how to:

- Work in a work environment
- Attain particular goals for a career
- Evaluate career options based on their interests and abilities through direct exposure to the workplace

Evidence of Understanding

- Students will have the opportunity to learn about potential careers by performing daily duties associated with the career, use current technology, and have direct contact with work supervisors.
- The student must be a senior who is in good academic standing. (Curriculum Leader/Specialist, Guidance, Principal must approve)
- Complete a workplace journal (daily logs) which will be presented to the coordinator at the end of each quarter.
- Complete and present a written report on their workplace experience to the coordinator.

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Communication and Literacy	How will students demonstrate the ability to communicate successfully at the work site?	Students will be able to: <ul style="list-style-type: none"> ▪ Present effectively to a group using well-organized format, concise language and clear enunciation ▪ Retain complex information over time and applies it to later work ▪ Read complex written materials and executes related tasks independently 	Massachusetts Work-Based Learning Plan. Daily work-logs On-the-job supervisor evaluations
Organizing and Information	How will students gather, organize, and evaluate the meaning of documents and information?	Students will be able to: <ul style="list-style-type: none"> ▪ Identify and obtain missing information based on mastery of subject ▪ Develop theories of actions and tests them in practice ▪ Present quantitative analyses through graphs and charts 	Massachusetts Work-Based Learning Plan. Daily work-logs On-the-job supervisor evaluations
Problem Solving	How will students identify problems, understand their context, and develop solutions?	Students will be able to: <ul style="list-style-type: none"> ▪ Identify problems with help from a supervisor ▪ Identify problems independently ▪ Identify potential problems and propose preventive actions 	Massachusetts Work-Based Learning Plan. Daily work-logs On-the-job supervisor evaluations
Uses Technology	What ways will students apply	Students will be able to:	Massachusetts Work-Based

	their knowledge of technology?	<ul style="list-style-type: none"> ▪ Demonstrate basic computer skills ▪ Use appropriate software to complete assignments 	<p>Learning Plan.</p> <p>Daily work-logs</p> <p>On-the-job supervisor evaluations</p>
Completing Entire Activities	In what ways will a student participate fully in a task or project from initiation to completion, using appropriate time-management skills?	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Complete tasks and projects as assigned with supervision ▪ Deliver high-quality results on schedule ▪ Set priorities and deadlines independently 	<p>Massachusetts Work-Based Learning Plan.</p> <p>Daily work-logs</p> <p>On-the-job supervisor evaluations</p>
Acting Professionally	How will students meet workplace standards on attendance, punctuality, dress-code, confidentiality, flexibility and self-control?	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Maintain consistent attendance, punctuality, and appropriate dress ▪ Accept and apply constructive criticism to improve performance ▪ Models good discretion for others in maintaining confidentiality. 	<p>Massachusetts Work-Based Learning Plan.</p> <p>Daily work-logs</p> <p>On-the-job supervisor evaluations</p>
Interacting with Others	How will students resolve conflicts in a professional, constructive manner?	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Participate constructively as part of a team ▪ Resolve conflicts by appropriately addressing issues with involved parties ▪ Understand diversities and similarities 	<p>Massachusetts Work-Based Learning Plan.</p> <p>Daily work-logs</p> <p>On-the-job supervisor evaluations</p>
Understanding All Aspects of the Industry	In what ways will students recognize the role of business within the larger community?	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Understand the role of the organization in the industry and the economy ▪ Models good health and safety practices and helps others to understand their importance ▪ Understand personnel policy and its impact on the organization; and contributes to a positive work culture 	<p>Massachusetts Work-Based Learning Plan.</p> <p>Daily work-logs</p> <p>On-the-job supervisor evaluations</p>
Taking Responsibility for Career and Life Choices	How will the student balance the demands of work, school, and personal life?	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Use and actively acquire new skills ▪ Initiate training of others ▪ Prioritizes effectively among personal, professional, and academic responsibilities ▪ Initiates steps to accomplish career goals, 	<p>Massachusetts Work-Based Learning Plan.</p> <p>Daily work-logs</p> <p>On-the-job supervisor evaluations</p>

		including participating in professional development activities such as workshops and seminars	
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Co-operative Work Experience

Grade Level	9, 10, 11, 12
Course Number	595
Subject Area	Business Education

Course Description

The Co-operative works experience is an educational program that combines learning and practical work experiences. The experiences tend to strengthen and reinforce each other so that the student develops into a more mature, capable person. The Work-Experience program assists students in making career choices, in preparing for careers, in developing a vocational identity, and making the transition to the world of work. Specifically, it helps students to:

- Learn to assume responsibility
- Gain knowledge and attitudes necessary for successful job performance
- Acquire good work habits
- Learn how to get along with other employees and employers
- Develop personality and poise
- Earn necessary funds (except for exploratory work-experience education)
- Discover and realize the relationship between on-the-job production and wages
- Explore identified career interests
- Broaden their knowledge of the occupational world and of working conditions in their communities

In Order to receive credit for this course, work experience students must maintain good attendance, receive passing grades in all courses, and maintain good job performance and good conduct in school as well as the worksite. This program is designed for the interest and ability levels of all students and need not interfere with course loads. **This program will be conducted as an after school program.**

Content Standards

Reading Standards

2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information present in a text by paraphrasing them in simpler but still accurate term.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4. Determine the meaning of symbols, key terms, and other domain-specific scientific or technical context relevant to grades.

Writing Standards

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 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to

maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Essential Questions

- How will students demonstrate the ability to communicate successfully at the work site?
- How will students identify problems, understand their context, and develop solutions?
- How will students meet workplace standards on attendance, punctuality, dress-code, confidentiality, flexibility and self-control?
- How will students resolve conflicts in a professional, constructive manner?

Enduring Understandings

Students will learn how to:

- Learn to assume responsibility
- Gain knowledge and attitudes necessary for successful job performance
- Acquire good work habits
- Learn how to get along with other employees and employers
- Develop personality and poise
- Earn necessary funds (except for exploratory work-experience education)
- Discover and realize the relationship between on-the-job production and wages
- Explore identified career interests
- Broaden their knowledge of the occupational world and of working conditions in their communities

Evidence of Understanding

The students will:

- Be able to assume responsibility
- Gain knowledge and attitudes necessary for successful job performance
- Acquire good work habits
- Learn how to get along with other employees and employers
- Develop personality and poise
- Discover and realize the relationship between on-the-job production and wages
- Explore identified career interests
- Broaden their knowledge of the occupational world and of working conditions in their communities

Course Outline

Unit	Essential Questions	Skills and Understandings	Assessment
Communication and Literacy	How will students demonstrate the ability to communicate successfully at the work site?	Students will be able to: <ul style="list-style-type: none"> ▪ Present effectively to a group using well-organized format, concise language and clear enunciation ▪ Retain complex information over time and applies it to later work ▪ Read complex written materials and executes related tasks independently 	Massachusetts Work-Based Learning Plan. On-the-job supervisor evaluations
Problem Solving	How will students identify problems, understand their	Students will be able to: <ul style="list-style-type: none"> ▪ Identify problems with 	Massachusetts Work-Based Learning Plan.

	context, and develop solutions?	<p>help from a supervisor</p> <ul style="list-style-type: none"> ▪ Identify problems independently ▪ Identify potential problems and propose preventive actions 	On-the-job supervisor evaluations
Acting Professionally	How will students meet workplace standards on attendance, punctuality, dress-code, confidentiality, flexibility and self-control?	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Maintain consistent attendance, punctuality, and appropriate dress ▪ Accept and apply constructive criticism to improve performance ▪ Models good discretion for others in maintaining confidentiality. 	<p>Massachusetts Work-Based Learning Plan.</p> <p>On-the-job supervisor evaluations</p>
Interacting with Others	How will students resolve conflicts in a professional, constructive manner?	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Participate constructively as part of a team ▪ Resolve conflicts by appropriately addressing issues with involved parties ▪ Understand diversities and similarities 	<p>Massachusetts Work-Based Learning Plan.</p> <p>On-the-job supervisor evaluations</p>