

# Business Curriculum

## *Fundamentals of Business* *(Grades 9 – 12) Semester Course*

Focus: Introduction to Business

Purpose: An introduction to the world of business and serves as a background for other business courses.

Outcome: **FOB.1** Students will develop a basic understanding of our economic environment.

Components: **FOB.1.1** – Explain the basic economic problem.

**FOB.1.2** – Describe several features of our market economy.

**FOB.1.3** – Cite examples to show how each of the economic roles is important in our economic system.

**FOB.1.4** – Explain three ways to measure economic progress.

Outcome: **FOB.2** Students will understand the fundamentals of business organization, ownership, management, and marketing.

Components: **FOB.2.1** – Explain the role and function of business in the U.S. economy.

**FOB.2.2** – Cite examples of three types of business ownership.

**FOB.2.3** – Describe leadership characteristics and human relations skills needed by managers.

**FOB.2.4** – Describe how small businesses can successfully produce and market products and services.

Outcome: **FOB.3** Students will analyze the effects of social responsibility of business, business ethics, international business and role of government in the global economy.

Components: **FOB.3.1** – Describe the social and ethical responsibilities of business.

**FOB.3.2** – Cite ways in which international business is important to the U.S. economy.

**FOB.3.3** – Explain how business is aided by government.

Outcome: **FOB.4** Students will develop an understanding of the requirements to be an entrepreneur, the importance of human resources to small businesses, the procedures for producing and marketing products and services, and the importance of financial decision making to small-business success.

Components: **FOB.4.1** – Explain the important steps of organizing and managing a small business.

**FOB.4.2** – Demonstrate the value of employees to a small business.

## Business Curriculum

**FOB.4.3** – Explain the important financial records in small businesses and how financial information is used.

Outcome: **FOB.5** Students will examine the role of technology in business.

Components: **FOB.5.1** – Explain the components used in different computer systems.

**FOB.5.2** – Identify computer uses in businesses and other organizations.

**FOB.5.3** – Describe how technology is changing our business and personal lives.

Outcome: **FOB.6** Students will examine careers in our global economy.

Components: **FOB.6.1** – Describe our U.S. workforce.

**FOB.6.2** – Explain how to plan for careers.

**FOB.6.3** – Discuss what must be done to find and secure a job.

**FOB.6.4** – Explain the nature of a small business and describe the characteristics of successful small-business owners.

Outcome: **FOB.7** Students will develop self-awareness and self-management skills to achieve school and life success.

Components: **FOB.7.1** – Identify and manage one's emotions and behavior.

**FOB.7.2** – Recognize personal qualities and external supports.

**FOB.7.3** – Demonstrate skills related to achieving personal and academic goals.

Outcome: **FOB.8** Students will use social-awareness and interpersonal skills to establish and maintain positive relationships.

Components: **FOB.8.1** – Recognize the feelings and perspectives of others.

**FOB.8.2** – Recognize individual and group similarities and differences.

**FOB.8.3** – Use communication and social skills to interact effectively with others.

**FOB.8.4** – Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Outcome: **FOB.9** Students will demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Components: **FOB.9.1** – Consider ethical, safety, and societal factors in making decisions.

**FOB.9.2** – Apply decision-making skills to deal responsibly with daily academic and social situations.

**FOB.9.3** – Contribute to the well-being of one's school and community.

# Business Curriculum

## **Consumer Education**

***(Grades 11 – 12) Required Course - One Semester***

Focus: Educating the Consumer

Purpose: Students will apply the decision making process to make sound financial choices for lifelong success.

Outcome: **CE.1** Students will formulate consumer decisions based upon the decision making process and apply their knowledge of economic systems and laws.  
15.E.4b

Components: **CE.1.1** – Apply the decision making process. 15.B.4a  
**CE.1.2** – Assess the economic systems. 15.A.4a  
**CE.1.3** – Integrate the basic economic questions with each economic system. 15.A.4a  
**CE.1.4** – Analyze advertising strategies. 15.B.3b

Outcome: **CE.2** Students will relate consumer rights with corresponding roles and responsibilities.  
15.B.4a

Components: **CE.2.1** – Examine consumer roles and rights. 15.B.4a  
**CE.2.2** – Differentiate consumer responsibilities. 15.B.4a  
**CE.2.3** – Compare and contrast the consumer protection agencies. 15.B.4a  
**CE.2.4** – Give examples of situations in which one would exercise consumer rights and responsibilities. 15.B.4a

Outcome: **CE.3** Students will develop purchasing strategies for technology, transportation, housing, insurance products and banking services. 15.B.3b

Components: **CE.3.1** – Research and evaluate technology. 15.B.3b  
**CE.3.2** – List and compare public to private and new to used transportation options.  
15.B.3b  
**CE.3.3** – Compare and contrast renting vs. buying and furnished vs. unfurnished housing.  
15.B.3b  
**CE.3.4** – Evaluate needs for auto, home, health and life. 15.B.3b  
**CE.3.5** – Design a savings, checking and an investment plan for personal use. 15.B.3b

Outcome: **CE.4** Students will develop financial goals based on income, expenditures, and savings expectations.

## Business Curriculum

Components: **CE.4.1** – Classify long and short term goals. 1.A.4a, 1.B.5a

**CE.4.2** – Estimate and identify potential income and expenditures. 15.B.4a, 15.B.5a

**CE.4.3** – Compare saving and investment options. 3.B.5a

**CE.4.4** – Prepare a personal financial plan. 6.B.4

Outcome: **CE.5** Students will examine Federal and State tax forms and develop an individual tax plan. 15.E.3a

Components: **CE.5.1** – Compare and contrast the taxes. 15.E.3a, 15.E.5a

**CE.5.2** – List and distribute payroll deductions other than taxes. 15.E.3a

**CE.5.3** – Utilize tax information to compute a tax return. 6.B.4

**CE.5.4** – Prepare a personal tax return-both Federal and State. 6.B.4

Outcome: **CE.6** Students will investigate credit options and relate these choices to their reason for borrowing. 15.B.4a

Components: **CE.6.1** – List and evaluate credit scores. 15.B.4a

**CE.6.2** – Identify and evaluate reasons for borrowing. 15.B.4a, 6.D.5

**CE.6.3** – Categorize the three C's of credit. 15.B.4a

**CE.6.4** – Develop a plan to establish a positive credit history. 15.B.4a

**CE.6.5** – Compare and contrast the different types of credit. 15.B.4a

Outcome: **CE.7** Students will formulate economic decisions based on opportunity cost, supply, demand, competition, and government involvement.

Components: **CE.7.1** – Identify the factors of production. 15.C.4b

**CE.7.2** – Examine opportunity costs. 15.B.5a

**CE.7.3** – Evaluate interactions between supply, demand, and competition. 15.A.5a

**CE.7.4** – Categorize the economic roles of government. 15.B.5c

# Business Curriculum

## **Economics**

***(Grades 11 – 12)***

### Unit #1 Scarcity

Outcome: **E.1** Students will hypothesize the effects of scarcity on domestic and foreign economic systems and analyze their findings to determine effects on the circular flow of income and expenditures. Students will categorize the factors of production and how they affect our economic system.

Components: **E.1.1** – Outline and apply the affects of scarcity. 15.C.5c

**E.1.2** – Name and describe the economic systems. 15.A.4a

**E.1.3** – Integrate the factors of production with scarcity. 15.D.4c, 15.D.5c

**E.1.4** – Analyze specialization strategies and the circular flow model. 15.D.5b

### Unit #2 Economic Decisions

Outcome: **E.2** Students will formulate economic decisions based on opportunity cost and the basic economic questions. Students will integrate economic and socioeconomic goals to modify their economic decisions.

Components: **E.2.1** – Examine opportunity costs. 15.B.4a

**E.2.2** – Integrate the three basic economic questions with each economic system. 15.E.4c

**E.2.3** – Differentiate economic and socioeconomic goals. 15.A.5b, 15.E.4b

### Unit #3 Microeconomics

Outcome: **E.3** Students will differentiate the effects of supply, demand, and competition on the price of goods and services. Students will compare the difference in business organization and how the government recognizes them. Students will examine the inner workings of the stock exchange and the role it plays on income and the distribution of wealth.

Components: **E.3.1** – Evaluate supply, demand, and competition. 15.B.4b, 15.B.5a, 15.B.5c, 15.C.5b

**E.3.2** – Compare and contrast price and profit. 15.C.4b, 15.A.5a, 15.A.5d

**E.3.3** – List and compare business organization. 15.C.5c

**E.3.4** – Identify types of income. 15.B.4a

**E.3.5** – Categorize the economic roles of government. 15.C.4a, 15.E.4a

### Unit #4 Macroeconomics

## Business Curriculum

Outcome: **E.4** Students will compare the different classifications of currency and analyze the way government controls the supply of money. Students will relate inflation, instability, and government controls on the use of revenues and expenditures.

Components: **E.4.1** – Classify types of currency. 15.B.4a

**E.4.2** – List and evaluate monetary control strategies. 15.C.5c, 15.E.5c

**E.4.3** – Relate instability to inflation. 15.A.4c, 15.B.5b

**E.4.4** – Compare unemployment and government protections. 15.A.4d

**E.4.5** – Examine government revenues and expenditures. 15.E.5a, 15.E.5b

### Unit #5 World Economy

Outcome: **E.5** Students will evaluate absolute and comparative advantages in international trade. Students will analyze the use of imports, exports and government restrictions to control international trade.

Components: **E.5.1** – Differentiate between absolute and comparative advantages. 15.D.4b

**E.5.2** – Analyze the effects of imports, exports, and restrictions on international trade. 15.A.4b, 15.A.5c, 15.D.4a, 15.D.5b

# Business Curriculum

## **Marketing**

*(Grades 11 – 12) Year Long Course*

### Unit #1 The World of Marketing

Outcome: **MKTG.1** Students will develop a basic understanding of what marketing is and the economic benefits it brings to the world.

Components: **MKTG.1.1** – Integrate marketing concepts.

**MKTG.1.2** – Identify and research customers.

**MKTG.1.3** – Hypothesize why the study of marketing is so important.

### Unit #2 Economic Essentials

Outcome: **MKTG.2** Students will differentiate the roles of business, consumers, and government in our free enterprise system. Students will examine what it takes to make an economy successful.

Components: **MKTG.2.1** – Evaluate the free enterprise system.

**MKTG.2.2** – List the role of different economic players.

**MKTG.2.3** – Identify economic concepts.

### Unit #3 Marketing Essentials

Outcome: **MKTG.3** Students will combine social responsibilities with marketing concepts to see how they affect each other. Students will evaluate the importance of government and business involvement in relationship to international trade.

Components: **MKTG.3.1** – Outline marketing and social responsibilities.

**MKTG.3.2** – Compare and contrast consumer and industrial markets.

**MKTG.3.3** – Develop an understanding of the importance of international trade.

### Unit #4 Human Resource Essentials

Outcome: **MKTG.4** Students will demonstrate math and communication skills to solve marketing problems. Students will incorporate technology and interpersonal skills to work in a business setting.

Components: **MKTG.4.1** – Incorporate technology with interpersonal and management skills.

**MKTG.4.2** – Compute mathematical equations to complete business forms.

# Business Curriculum

**MKTG.4.3** – Critique classmates’ communication skills.

## Unit #5 Selling

Outcome: **MKTG.5** Students will outline the steps of a sale and utilize these steps to better understand products and customers.

Components: **MKTG.5.1** – Determine customer needs and wants.  
**MKTG.5.2** – Recommend related products.  
**MKTG.5.3** – Follow the steps of a sale to be successful.

## Unit #6 Promotions

Outcome: **MKTG.6** Students will compare and contrast the effectiveness of the different types of promotions. Students will evaluate the relationship of cost and benefit of advertising and merchandising.

Components: **MKTG.6.1** – List types of promotion.  
**MKTG.6.2** – Rate advertising techniques.  
**MKTG.6.3** – Recommend display set up in relationship to cost.

## Unit #7 Buying and Distribution

Outcome: **MKTG.7** Students will classify the channels of distribution and distinguish their uses both within and outside the U.S. Market.

Components: **MKTG.7.1** – Evaluate distribution channels.  
**MKTG.7.2** – Organize buying and distributing plans.

## Unit #8 Pricing

Outcome: **MKTG.8** Students will analyze different pricing strategies in relationship to a products life cycle. Students will utilize this information to hypothetically set prices.

Components: **MKTG.8.1** – Establish pricing goals.  
**MKTG.8.2** – Compare and contrast market and government affects on pricing.  
**MKTG.8.3** – Diagram and apply the product life cycle.

## Unit #9 Marketing Information Management

Outcome: **MKTG.9** Students will assess the impact of technology on market research. Students will utilize marketing research to select a target market.

## Business Curriculum

Components: **MKTG.9.1** – Debate the effectiveness of computer use in marketing.

**MKTG.9.2** – Evaluate marketing information systems.

**MKTG.9.3** – Compile trends and limitations in marketing research.

### Unit #10 Entrepreneurship

Outcome: **MKTG.10** Students will apply all the marketing factors and fundamentals to create a business plan that will demonstrate the importance of entrepreneurship in our economy.

Components: **MKTG.10.1** – Evaluate business opportunities.

**MKTG.10.2** – Weigh the risk of starting a business.

**MKTG.10.3** – Develop a business plan.

**MKTG.10.4** – Compare sources of capital.

### Unit #11 Career Planning

Outcome: **MKTG.11** Students will evaluate career choices and formulate a career plan in the area of marketing.

Components: **MKTG.11.1** – Distinguish the difference between a job and a career.

**MKTG.11.2** – Construct a career plan.

**MKTG.11.3** – Propose ways of finding and keeping a job.

# Business Curriculum

## Accounting I

*(Grades 10 – 12) Year Long Course*

Focus: Record transactions and interpret statements.

Purpose: The students will analyze, record and interpret financial transactions and then prepare financial statements for a proprietorship, partnership and corporation.

Outcome: **ACC1.1** Students will analyze various accounting career opportunities. 5.B.4a

Components: **ACC1.1.1** – Examine career opportunities in business. 5.B.4a

**ACC1.1.2** – Investigate employment outlook in accounting 5.B.4a

**ACC1.1.3** – Research the education requirements for the accounting profession. 5.B.4a

**ACC1.1.4** – Write a resume for employment in a business career of their choice. 3.C.5b

Outcome: **ACC1.2** Students will analyze and record financial information for a service business. 6.B.4

Components: **ACC1.2.1** – Analyze transactions' effect on the accounting equation. 6.D.4

**ACC1.2.2** – Record debit and credit accounts affected by a transaction. 6.D.4

**ACC1.2.3** – Post the transactions to the appropriate accounts. 6.D.4

Outcome: **ACC1.3** Students will prepare and analyze end-of-accounting period statements. 6.D.5

Components: **ACC1.3.1** – Prove the accuracy of the journal totals. 6.D.4

**ACC1.3.2** – Prepare the trial balance and worksheet. 6.D.4

**ACC1.3.3** – Complete the financial statements and supporting schedules. 6.D.4

**ACC1.3.4** – Calculate and record the adjusting and closing entries. 6.D.4

**ACC1.3.5** – Prepare the post-closing trial balance. 6.C.5

Outcome: **ACC1.4** Students will prepare and analyze cash control documents. 6.B.4

Components: **ACC1.4.1** – Write checks and balance the checkbook register. 6.B.4

**ACC1.4.2** – Explain electronic banking. 6.B.4

**ACC1.4.3** – Distinguish among the various types of endorsements: blank, restrictive, and nonrestrictive. 6.B.4

**ACC1.4.4** – Prepare a bank statement reconciliation. 6.B.4

**ACC1.4.5** – Journalize service fees and dishonored checks. 6.B.4

## Business Curriculum

Outcome: **ACC1.5** Students will prepare and analyze tax forms and payrolls. 6.D.4

Components: **ACC1.5.1** – Prepare federal and state tax forms for individuals and businesses. 6.D.4

**ACC1.5.2** – Prepare 1040EZ, 1040A and look at the 1040 with Schedule I and II. 6.D.4

**ACC1.5.3** – List the various methods of pay. 6.D.4

**ACC1.5.4** – Calculate payroll and deductions. 6.D.4

**ACC1.5.5** – Record the payroll in the payroll register and employee earnings records.  
6.B.4

**ACC1.5.6** – Prepare payroll checks. 6.B.4

Outcome: **ACC1.6** Students will analyze, calculate and record business transactions in special journals for a merchandising business. 6.B.4

Components: **ACC1.6.1** – Record the sales, cash receipts, purchases, cash payments and general journal.  
6.B.4

**ACC1.6.2** – Post to the general, accounts receivable, and accounts payable ledgers. 6.B.4

**ACC1.6.3** – Prepare the schedules of accounts receivable and accounts payable. 6.B.4

**ACC1.6.4** – Record the adjusting and closing entries, including depreciation. 6.D.5

**ACC1.6.5** – Prepare the end of the accounting period financial statements for a merchandising business. 6.B.4

# Business Curriculum

## Accounting II

*(Grades 11 – 12) Year Long Course*

- Focus: Students analyze and record transactions for profit and non-profit organizations.
- Purpose: The students will analyze, record and interpret financial transactions that involve investments, inventories, intangible assets, equity distributions, partnership formation, dissolution, and liquidation, and non-profit organization financial reporting.
- Outcome: **ACC2.1** Students will perform operations necessary to plan, control and evaluate business operations. 5.B.5a
- Components: **ACC2.1.1** – Record departmental sales, cash receipts, cash payments, purchases and payroll in special journals. 5.B.5a  
**ACC2.1.2** – Prepare financial reports at end-of-fiscal period. 6.B.4
- Outcome: **ACC2.2** Students will analyze and record adjustments for uncollectible accounts, merchandise inventory, depreciation, notes payable, notes receivable, accrued expenses, accrued revenue, prepaid expenses, and unearned revenue. 6.B.4
- Components: **ACC2.2.1** – Determine and record which method to use for the write off or allowance method for uncollectible accounts. 6.C.4  
**ACC2.2.2** – Prepare perpetual, periodic inventory records.  
**ACC2.2.3** – Calculate the inventory value depending on the merchandise using LIFO, FIFO, lower of cost or market, weighted average, gross profit and retail methods of estimating inventory. 6.C.4  
**ACC2.2.4** – Record adjustments for aging of accounts receivable, percentage of sales, and percentage of accounts receivable methods. 6.D.4  
**ACC2.2.5** – Calculate depreciation for plant assets using straight-line, sum-of-the-years, declining balance, production unit, MACRS and depletion of natural resources. 6.D.5  
**ACC2.2.6** – Record disposition of plant assets through buying, selling or trading in with a loss or gain. 6.D.4  
**ACC2.2.7** – Calculate and journalize interest and payment of notes payable and receivable. 6.D.4  
**ACC2.2.8** – Record adjusting and reversing entries for prepaid and accrued expenses and unearned and accrued revenue. 6.D.4
- Outcome: **ACC2.3** Students will record the organization of a corporation and payment of dividends, receipt of additional capital, and reporting on financial statements. 6.B.4, 6.D.4
- Components: **ACC2.3.1** – Analyze and journalize transactions related to start up of a corporation, stock subscriptions, dividend declaration and payment. 6.B.4

## Business Curriculum

**ACC2.3.2** – Journalize entries for the receipt of additional capital, treasury stock and bonds payable. 6.B.4

**ACC2.3.3** – Prepare and analyze end-of-the period financial statements for a corporation. 6.D.4

**ACC2.3.4** – Calculate federal corporate income tax. 6.D.5

**Outcome:** **ACC2.4** Students will plan budgets, organize accounting information for management decisions, analyze financial statements of a corporation, and prepare cash flow statements.

**Components:** **ACC2.4.1** – Prepare budgetary planning and controls for the operation of a corporation. 1.B.5c

**ACC2.4.2** – Compare projected budgeted amounts with the actual amounts for a specific period of time. 6.C.4

**ACC2.4.3** – Calculate figures for wise decision making by management. 6.C.4

**Outcome:** **ACC2.5** Students will compare cost accounting for a merchandising business, a manufacturing business and a not-for profit organization.

**Components:** **ACC2.5.1** – Analyze and journalize entries for cost accounting for a merchandising business. 6.B.4

**ACC2.5.2** – Analyze and journalize entries for cost accounting for a manufacturing business. 6.B.4

**ACC2.5.3** – Prepare financial statements for both types of businesses, merchandising and manufacturing. 6.B.4

**ACC2.5.4** – Prepare budget information and record financial transactions for not-for-profit and governmental organizations. 6.B.4

**ACC2.5.5** – Prepare financial reports for not-for-profit and governmental organizations. 6.B.4

**Outcome:** **ACC2.6** Students will analyze accounting career opportunities. 5.B.4a

**Components:** **ACC2.6.1** – Examine career opportunities in business and accounting. 5.B.4a

**ACC2.6.2** – Investigate market need for accounting staff. 5.B.4a

**ACC2.6.3** – Write a resume for employment in a business career of their choice. 3.C.5b

**ACC2.6.4** – Role play the interview process. 4.B.5a

# Business Curriculum

## **CO-OP**

*(12<sup>th</sup> Grade) year long course*

Focus: Career/job skills

Purpose: Students will apply specific work oriented skills in developing habits for job searches, job selection, employment, and career advancement.

Outcome: **CO.1** The student will analyze the skills required for employment success.

Components: **CO.1.1** – List at least 10 qualities needed on the job. 15.D.4c

**CO.1.2** – Describe the changing nature of the workplace. 15.A.4a

**CO.1.3** – Describe the importance of teamwork. 15.A.4a

**CO.1.4** – Practice the steps in the problem solving approach. 15.A.5a

**CO.1.5** – Manage conflict. 15.A.5c

**CO.1.6** – Utilize effective communication skills. 5.C.4a

**CO.1.7** – Identify examples of non-verbal communication. 5.C.4b

**CO.1.8** – Identify and perform appropriate workplace math skills. 8.C.4b

**CO.1.9** – Evaluate standards of professionalism.

**CO.1.10** – Demonstrate appropriate safety practices for the workplace.

Outcome: **CO.2** The student will integrate skills necessary for seeking employment opportunities.

Components: **CO.2.1** – Locate employment opportunities through a variety of methods.

**CO.2.2** – Prepare a job resume and portfolio.

**CO.2.3** – Contact potential employer.

**CO.2.4** – Complete a pre-employment self-evaluation.

**CO.2.5** – Prepare and practice the interviewing process.

Outcome: **CO.3** The student will incorporate success strategies on the job.

Components: **CO.3.1** – Identify strategies for first day success.

**CO.3.2** – Evaluate personal performance for employment success.

**CO.3.3** – Identify stress management strategies.

**CO.3.4** – Evaluate the effects of diversity in the workplace.

**CO.3.5** – Identify the effects of supply and demand on the free enterprise system.

**CO.3.6** – Compare and contrast advantages and disadvantages of entrepreneurship.

## Business Curriculum

Outcome: **CO.4** The student will develop an effective, personalized career plan.

Components: **CO.4.1** – Inventory one’s own aptitudes, values, attitudes regarding the workplace.

**CO.4.2** – Investigate a variety of traditional and nontraditional careers.

**CO.4.3** – Research and evaluate careers of interest.

**CO.4.4** – Make a career decision based on your research.

Outcome: **CO.5** The student will develop a plan to manage potential income.

Components: **CO.5.1** – Calculate income and taxes.

**CO.5.2** – Identify all forms of income.

**CO.5.3** – Describe employment benefits.

**CO.5.4** – Establish financial goals and develop a personal budget.

**CO.5.5** – Record and track income and spending.

**CO.5.6** – Discuss debt management skills.

**CO.5.7** – Identify steps involved in opening and maintaining financial accounts.

**CO.5.8** – List and evaluate the benefits of personal insurance.