

**Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study**

Course Title	Business/Econ and Finance 1AB (Intro to Business)	Course Code	D0338-D0339
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Transcript Title:	Bus/Econ&Fin 1AB	Grades Levels:	9-12	Board Adoption Date:	Rewrite June 2011
Content Area:	Business	GPA Scale:	4.0	Date Course Submitted:	Rewrite June 2011
Credential Req:		Graduation Subject Areas:	Applied Skills	Elective	
UC/CSU "A-G" Area Approvals:			School Site that wrote and submitted the course:	CMHS	
Prerequisite(s)					
Next course(s):					

COURSE DESCRIPTION

This course will give students a fundamental understanding of how businesses and the local, national, and international economy interact to produce a profit or loss. Economic, financial, and accounting concepts taught in this course will enable students to understand key elements involved in planning and managing business financial success.

GOALS: (Expected performance outcomes for students)

During and upon completion of this course, students will:

- Understand the principles of the free enterprise system.
- Explain the importance of basic economic concepts.
- Understand the types of business ownership and control.
- Compare and contrast investment options for businesses.
- Understand and interpret basic business financial statements.
- Understand business cycles and their effect on the past, present, and future business climate.
- Explain the effect of the global economy on U.S. business and industry.
- Understand the effect of government regulation on business activity.
- Develop their language arts, mathematical, and critical thinking/problem solving skills through individual and co-operative learning.

For each topic of study in which a student is engaged, they should meet the following High Tech High International learning outcomes:

1. Uses critical thinking skills when approaching problems and projects.

- a. Perspective, Evidence, Connection, Supposition and Significance) to guide the thought process.
- b. Supports arguments and draws conclusions using evidence and analysis.
- c. Participates in peer critiques and uses feedback to revise and improve work.

2. Demonstrates creative expression through the design of various projects.

- a. Develops passions and interests (both personal and academic).
- b. Final projects demonstrate professionalism and high quality, as well as a personal connection to the work.
- c. Uses “out of the box” thinking to design unique, original work.

3. Collaborates successfully with others on a regular basis.

- a. Works well with others: does his/her share when working in a group, contributes ideas and listens to others, uses time efficiently.
- b. Has a positive attitude and is solution-oriented when problems arise.
- c. Respects others and the school environment.

4. Uses strong communication skills to support learning.

- a. Asks questions and communicates with teachers when extra help or challenge is needed.
- b. Communicates in a professional manner with members of the community.
- c. Uses written language often and effectively.
- d. Is able to present and talk to any audience using strong communication skills: maintains eye contact, has appropriate body language, engages audience, uses visuals, etc.

5. Utilizes technology as a tool to create professional, high-quality work.

- a. Seeks to use technology often and appropriately.
- b. Maintains an updated digital portfolio that highlights their work.
- c. Demonstrates patience and a willingness to learn and use different forms of technology.

6. Works to become globally and culturally aware through course work as well as experiences.

- a. Demonstrates a high level of respect for themselves, others and the environment.
- b. Contributes in a positive way to the school and community through community service, internships, power lunches, student organizations, etc.

- c. Broadens perspective through participation in immersion experiences.
- d. Makes connections with exchange students.
- e. Develops a strong understanding of global issues through international studies and awareness of current events.

The student will be able to:

- A. Demonstrate knowledge of the basic concepts used by economics.
- B. Demonstrate an understanding of the 4 factors of production and how they relate to local, national and international economies.
- C. Demonstrate understanding of the United States tax system.
- D. Demonstrate understanding of Local and national government spending.
- E. Demonstrate understanding of the role of consumer and corporate credit in our economy.
- F. Demonstrate understanding of the global banking system.
- G. Students will develop presentation skills through practice and coaching.
- H. Demonstrate an understanding of how consumers make decisions and what factors in the economic system affect the making of those decisions.
- I. Students will use technology to produce projects.
- J. Students will develop an awareness of their own career interests through the use of career planning software.
- K. Students will develop employability skills through interviewing, resume building, oral presentations, and teamwork.
- L. Students will demonstrate proficiency by exhibiting business-like attitudes in demonstrating punctuality, turning assignments in on time, using class time productively, and making up assignments when absent.

For each topic of study in which a student is engaged, they should meet the following High Tech High International learning outcomes:

- **Uses critical thinking skills when approaching problems and projects.**
 - Perspective, Evidence, Connection, Supposition and Significance) to guide the thought process.
 - Supports arguments and draws conclusions using evidence and analysis.
 - Participates in peer critiques and uses feedback to revise and improve work.
- **Demonstrates creative expression through the design of various projects.**
 - Develops passions and interests (both personal and academic).
 - Final projects demonstrate professionalism and high quality, as well as a personal connection to the work.
 - Uses “out of the box” thinking to design unique, original work.

- **Collaborates successfully with others on a regular basis.**
 - Works well with others: does his/her share when working in a group, contributes ideas and listens to others, uses time efficiently.
 - Has a positive attitude and is solution-oriented when problems arise.
 - Respects others and the school environment.
- **Uses strong communication skills to support learning.**
 - Asks questions and communicates with teachers when extra help or challenge is needed.
 - Communicates in a professional manner with members of the community.
 - Uses written language often and effectively.
 - Is able to present and talk to any audience using strong communication skills: maintains eye contact, has appropriate body language, engages audience, uses visuals, etc.
- **Utilizes technology as a tool to create professional, high-quality work.**
 - Seeks to use technology often and appropriately.
 - Maintains an updated digital portfolio that highlights their work.
 - Demonstrates patience and a willingness to learn and use different forms of technology.
- **Works to become globally and culturally aware through course work as well as experiences.**
 - Demonstrates a high level of respect for themselves, others and the environment.
 - Contributes in a positive way to the school and community through community service, internships, power lunches, student organizations, etc.
 - Broadens perspective through participation in immersion experiences.
 - Makes connections with exchange students.
 - Develops a strong understanding of global issues through international studies and awareness of current events.

California Content Standards

The following abbreviations are included to indicate the assessments used to measure a student's proficiency in each of the appropriate standards: California Standards Test (CST); California High School Exit Exam (CAHSEE); Practice Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMQST). Standards that are underlined and in bold are identified as high frequency standards on the CST. Standards that are in bold are identified as medium frequency standards on the CST.

California Academic Standards: Principles of Economics (grade 12)

12.1 Students understand common economic terms and concepts and economic reasoning

12.1.1 Examine the causal relationship between scarcity and the need for choices.

12.1.3 Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.

12.1.4 Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and non-renewable natural resources.

12.1.5 Analyze the role of a market economy in establishing and preserving political and personal liberty.

12.2 Students analyze the elements of America's market economy in a global setting

12.2.1 Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.

12.2.2 Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.

12.2.3 Explain the role of property rights, competition, and profit in a market economy.

12.2.4 Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.

12.2.5 Understand the process by which competition among buyers and sellers determines a market price.

12.2.6 Describe the effect of price controls on buyers and sellers.

12.2.7 Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

12.2.8 Explain the role of profit as the incentive to entrepreneurs in a market economy.

12.2.9 Describe the functions of the financial markets.

12.3 Students analyze the influence of the federal government on the American economy.

12.3.1 Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.

12.3.4 Understand the aims and tools of monetary policy and their influence on economic activity.

12.5.3 Distinguish between short and long-term interest rates and explain their relative significance.

12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United State's borders.

12.6.1 Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.

12.6.2 Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.

12.6.3 Understand the changing role of international political borders and territorial sovereignty in a global economy.

12.6.4 Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

California Career Technical Education Standards:

Accounting Services Pathway:

A1.0 Students understand the basic principles and procedures of the accounting cycle.

A1.2 Examine, analyze, and categorize financial transactions.

A1.4 Prepare, analyze, and interpret financial statements for various business entities.

A2.0 Students understand and apply accounting principles and concepts.

A2.1 Understand how to identify current and long-term assets and liabilities.

A2.2 Apply appropriate concepts and techniques to account for equity investments and withdrawals for sole proprietorships, partnerships, and corporations.

A2.3 Understand the processes involved in revenue recognition and in matching of income and expenses.

A2.5 Use basic concepts of financial analysis to interpret financial statements.

A3.1 Understand the major types of business organizations and the risks and benefits of each.

A3.2 Understand the influence of key agencies, regulations, and issues on accounting procedures and business decisions.

A3.3 Know the basic international terminology and theories used in accounting and finance.

A4.0 Students understand how the basic principles of internal control systems relate to the accounting cycle.

Business Financial Management Pathway:

C1.0 Students create and use budgets to guide financial decision-making.

C1.2 Analyze past and current budgets to determine business financial needs.

C1.3 Understand how the financial needs of a business change in a dynamic and competitive marketplace.

C2.0 Students know how to use and interpret financial data.

C2.1 Use basic concepts of financial analysis to interpret financial statements.

C2.2 Analyze and interpret financial statements prepared for internal use and those prepared for external use.

C2.3 Know the differences between financial statements prepared for internal use and those prepared for external use.

C2.4 Understand the primary ways in which various types of domestic and international financial markets influence interest rates, trade deficits, and unemployment.

C2.5 Determine creditworthiness on the basis of appropriate criteria and identify alternative sources of credit.

C2.6 Analyze investment and finance options available to prepare a cost-benefit analysis.

C3.0 Students understand the impact of federal, state, and local regulations on financial management decisions.

C3.2 Know the legal rights and responsibilities of various types of businesses.

C3.3 Analyze the ways in which current laws and regulations enforce appropriate financial practices.

4.2 Foundation Standard: Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

International Trade Pathway:

C1.0 Students understand the fundamental concepts of international business.

C1.1 Know the measures used to evaluate the economic conditions of a country and how economic development levels are determined.

C1.3 Understand how trade agreements and barriers affect free trade.

C1.6 Understand the effect of imports and exports on production and manufacturing.

C2.0 Students understand how geographic, cultural, political, legal, historical, and economic factors influence international trade.

C2.1 Understand the ways in which cultural factors affect the marketing of goods and services.

C2.2 Understand international variations in business ethics and customs.

C2.6 Analyze factors that affect currency and exchange rates.

Entrepreneurship Pathway:

B5.0 Students understand the key economic concepts that affect small business ownership.

Evaluation

Student achievement will be measured using multiple assessment tools, included but not limited to benchmark test results, final exams, end-of-unit tests, quizzes, homework, class-work, notebooks, portfolios, authentic performance assessments, and written assessments using the district's rubric. District-wide benchmark assessments will be assessed using the following chart:

Items used for grade assessment:

- Economics Assignments and Examinations (25%)
- Student Portfolios (all projects, business plan, annual report, job descriptions) (40%)
- Student Presentations (25%)
- Final Examination (10%)

Grade Scale:

100% - 90%	= A
89% - 80%	= B
79% - 70%	= C
69% - 60%	= D
59% and below	= F

Far Below Basic = F	Below Basic = D	Basic = C	Proficient = B	Advanced Proficient = A
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TOPIC	CTE STANDARD ADDRESSED	CA STATE STANDARD ADDRESSED IN ECONOMICS – GRADE 12
<i>Free Enterprise in the United States</i> Explain how individuals, businesses, and government interact to create a financial system.		12.1

Describe how the circular flow of money, resources, and products explain the function of a free market economy.		12.1, 12.2
Discuss and analyze the three functions of money and their importance to the free enterprise system.		12.2.4
Identify the goals of the U.S. economic system and describe Government efforts to stabilize the economy during significant economic fluctuations.		12.1.5, 12.2.3, 12.3.4
<i>Consumer Finance</i> Explain the concept of wants versus needs.		12.1.1
Define and provide examples of the concepts of scarcity and opportunity cost.		12.1.1, 12.1.4, 12.2.2, 12.2.6
Summarize the key differences of consumer savings and investment options.		12.5.3
Differentiate credit options and perform a cost-benefit analysis of using credit.		
Explain how consumer interests are protected in our market economy.		12.3.1

<i>Business Ownership and Organization</i> Describe the three major activities of business: production, marketing, and finance.		
Evaluate the advantages and disadvantages of sole proprietorships, partnerships, and corporations.	Acctg. Services: A3.1; Business FM: C3.2	
Analyze the differences between for-profit, non-profit, and government owned/operated organizations.	Acctg. Services: A3.1; Entrepreneurship: B5.0	
Explain the role of small business in the U.S. economy.		
Chart the typical organization of a large corporation and a small business and discuss key differences.	Entrepreneurship: B5.0	
<i>Business Economic Decision Making</i> Compare and contrast market structures: perfect competition, monopolistic competition, oligopoly, and pure monopoly.		12.2.5, 12.2.7
Conduct a cost-benefit analysis in order to identify ways in which business managers can improve productivity.		

Explain business competition as it relates to the marketing decisions of price, product, place, and promotion.		12.1.3, 12.2.7
Explain how supply and demand affect the value of a company, its assets, and its products.		12.2.1; 12.2.2; 12.2.4
Understand and identify the contributing economic factors to business cycles throughout development of the U.S. economy.		
Draw conclusions regarding the effect of economic conditions and government regulations on business activity throughout the development of the U.S. economy.	Acctg. Services: A3.2; Business FM: C3.0, C3.3	12.3
<i>Business Financial Goal Setting</i> Explain the primary goals and functions of business financial management.		
List typical business financial obligations and debt.	Business FM: C1.2; Acctg. Services: A1.2, A2.1	
Defend the need for return on investment in a market economy.	Business FM: C2.2	12.2.3, 12.2.8

Research and analyze the causes and effects of various business mergers.	Business FM: C1.3	
Relate productivity improvement and financial growth to future competitive advantage.	Business FM: C1.3	12.2.8

<i>Understanding Business Financial Statements</i> Identify and understand standard business financial statements.	Acctg. Services: A1.0, A2.0, A2.1	
Detail the important uses and users of financial statements.	Acctg. Services: A1.4, A2.0, A3.2; Business FM: C2.3	
<i>Business Financial Budget Development</i> Explain the purpose of budgets and the process for developing a financial budget.	Acctg. Services A2.3; Business FM: C1.0, C2.0	
Understand basic accounting activities and procedures in the accounting cycle.	Business FM: C1.0, C2.0; Acctg. Services: A4.0	
Justify the importance of accurate, complete, and secure financial records for a business.	Business FM: C1.0; Acctg. Services: A1.4, A4.0	
Use basic concepts of financial analysis to interpret financial statements.	Acctg. Services: A2.5; Business FM: C2.1	

Analyze and interpret financial statements to compare risk and return.	Business FM: C2.2	
Understand and use technology to access and analyze financial information.	Business FM, Foundation Standard: Technology 4.2	
<i>Business Activity Financing</i> Define the concept of owner's equity	Acctg. Services: A2.2	12.1.4, 12.2.3
Detail typical business expenses in a small business.	Business FM: C1.3	
Explain how businesses grow.		12.2.3, 12.2.8
Understand the basic concepts of commercial real estate financing.		
Investigate the financing services banks and other financial institutions offer to businesses.		12.2.9
Understand the concept of debt financing through bonds.		12.2.9, 12.5.3
Explain credit ratings and their importance to business financing.	Business FM: C2.5	12.2.9

Synthesize knowledge and information to explain what a stock market is and how it contributes to business financing.		12.2.9
Compare and contrast the advantages and disadvantages of public vs. private business ownership.	Business FM: C2.6	12.2.3, 12.2.9
<i>International Business and Trade</i> Explain the concept of comparative advantage in relation to imports and exports.	International Trade: C1.0; Acctg. Services: A3.3	12.6
Examine the balance of trade and explain its significance to the U.S. economy.	Business FM: C2.4	12.6
Analyze the effect of fluctuations in exchange rates on domestic and foreign trade.	International Trade: C2.6	12.6.4
Research and articulate the effect of culture on economic practice and business ethics.	International Trade: C2.0, C2.1, 2.2	

Debate the pros and cons of international trade organizations, treaties, and trading blocs.	International Trade: C1.3	12.6.2, 12.6.3
Research the nature, growth, and importance of international trade and investment to U.S. business.	International Trade: C1.6	12.6.1

UNIT 1 - FREE ENTERPRISE IN THE UNITED STATES

- Financial systems
- Functions of a free market economy
- Functions of money
- Goals of the U. S. economic system

UNIT 2 - CONSUMER FINANCE

- Wants vs. needs
- Scarcity and opportunity cost
- Savings and investment options
- Credit options
- Consumer protection

UNIT 3 - BUSINESS OWNERSHIP AND ORGANIZATION

- Major business activities

- Forms of business ownership
- Economic role of small business
- Business organization

UNIT 4 - BUSINESS ECONOMIC DECISION MAKING

- Market structures
- Productivity
- Competition
- Marketing decision factors
- Supply and demand effects
- Business cycles
- Government regulation

UNIT 5 - BUSINESS FINANCIAL GOAL SETTING

- Financial management goals and functions
- Financial obligations
- Return on investment
- Business mergers
- Growth and competition

UNIT 6 - UNDERSTANDING BUSINESS FINANCIAL STATEMENTS

- Basic financial statements
- Uses and users of financial statements

UNIT 7 - BUSINESS FINANCIAL BUDGET DEVELOPMENT

- Purpose and development process
- Accounting cycle
- Accuracy and security of records
- Basic analysis and interpretation of financial statements
- Risk and return
- Technology applications

UNIT 8 - BUSINESS ACTIVITY FINANCING

- Owner's equity
- Business expenses
- Financing for business growth
- Commercial real estate financing
- Options for raising capital
- Debt financing and bonds
- Credit ratings
- Equity financing and the stock market
- Public versus private business ownership

UNIT 9 - INTERNATIONAL BUSINESS AND TRADE

- Imports and exports
- Balance of trade

- Exchange rates
- Effect of culture
- International trade organizations, treaties, and trading blocs
- Nature, growth, and importance of international trade and investment

23. Texts & Supplemental Instructional Materials

Classroom Text

Business and Personal Finance. Kapoor, Jack, Dlabay, Les, and Hughes, Robert.: Glenco/ McGraw Hills 2007

Supplemental Text and Instructional Materials

Introduction to Business Brown, Clow:Glenco/ McGraw Hill. 1997

Wall Street Journal, Classroom Edition

Wall Street Journal, Online Edition

Orange County Business Journal

<http://www.econedlink.org/>

<http://www.investopedia.com>

<http://www.sba.gov>

24. Key Assignments

How do the assignments incorporate the topics?

The design of the assignments is anchored in the CA Economics Standards and the CTE Standards for the Accounting Services, Business Financial Management, International Trade, and Entrepreneurship Pathways. The assignments go beyond a simple recall of facts. They require a synthesis and application of learned economic/business/financial topics in order to analyze issues and demonstrate knowledge.

Student understanding is measured through several creative assignments such as developing credit portfolios, writing a business financial outlook magazine article, and the illustration of an exchange rate fluctuation timeline. Written research reports on the topics of the free enterprise system, forms of business ownership, and government regulation develop the students thinking skills of analysis, inquiry, and logic. The oral presentation of the effect of mergers, and a debate on protectionism, free trade, and government intervention not only help reinforce information, but improve self-expression.

UNIT	UNIT NAME	KEY ASSIGNMENT
One	Free Enterprise in the United States	Choose a school club and write a report regarding a fund-raiser for this club. Relate the three basic economic questions to this fundraiser. Detail the type of economic system a school represents and include a discussion of competition and profit-incentive related to the fund-raiser. Present findings to the class. ESSAY TEST: The student will respond to the following essay prompt in class: Explain the relationship between scarcity and choice in economic terms. Give an example of a choice our country has made and what we may have given up in making that choice.
Two	Consumer Finance	Create a credit portfolio that contains information and examples of consumer credit and government regulation of it. Produce a visual comparison and analysis of various consumer credit options.
Three	Business Ownership and Organization	Choose one form of business ownership and provide a written business plan and presentation pitch in small groups
Four	Business Economic Decision Making	Select an industry (i.e. airline, banking, cosmetics, drug, or toy industry) and describe, in a written report, the effect of government regulation on business activity in that industry. ESSAY TEST: The student will respond to the

		following essay question in class: If you read a news article that stated “the economy is healthy,” what would this mean? Do you agree with the way the health of the U.S. economy is measured?
Five	Business Financial Goal Setting	• Select and conduct research on a specific business merger that occurred at least two years ago. Present findings that describe how and why the merger came about and its effects.
Six	Understanding Business Financial Statements	• Select a public company and collect at least two years consecutive annual reports. Write an article for a business journal or magazine that describes the changes in these financial statements, the reasons for these changes, and the future outlook for the company.
Seven	Business Financial Budget Development	• Create a graphical representation describing the major steps in the accounting cycle.
Eight	Business Activity Financing	• Select a company that went from private to public ownership. Compare and contrast the advantages and disadvantages of private vs. public business ownership for this company in a research report. ESSAY TEST: The student will respond to the following essay question in class: “Public companies too often trade long-term success for short term earnings.” Explain this statement and cite the advantages and disadvantages of public ownership for a company.

Nine	International Business and Trade	• In a team format, debate the pros and cons of protectionism, free trade, and government intervention in foreign trade. • Develop a timeline that details fluctuations in the exchange rate between the dollar and another country's currency. Include an analysis of the effect of these fluctuations on trade between these two countries. ESSAY TEST: The students will respond to the following essay question in class: Explain the phrase, "The World is Flat." Analyze the effect of this fundamental shift on U.S. businesses.

Instructional Methods and/or Strategies

Lecture and discussion

Demonstration

Multimedia presentations

Visual aids

Individualized instruction

Co-operative learning

Project based learning

Role playing business simulations

Business case studies

Reading

Research

Guest speakers

Field trips

Assessment Methods and/or Tools

Tests and quizzes
Research papers
Classroom participation, effort, skill mastery, and quality of work
Presentations
Individual and group projects
Portfolio

Classroom Text

Business and Personal Finance. Kapoor, Jack, Dlabay, Les, and Hughes, Robert.: Glenco/ McGraw Hills 2007

Introduction to Business Brown, Clow: Glenco/ McGraw Hill. 2008

Supplemental Text and Instructional Materials

Wall Street Journal, Classroom Edition

Wall Street Journal, Online Edition

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