

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

Course Title		Business Management IB SL1AB				Course Code		D0440-D0441	
Transcript Title:	Business Management IB SL1AB			Grades Levels:	11-12		Board Adoption Date:		
Content Area:	Business/CTE			GPA Scale:	5.0		Date Course Submitted:		April 2014
Credential Req:			Graduation Subject Areas:		Applied Skills		Electives		
UC/CSU “A-G” Area Approvals:				School Site that wrote and submitted the course:				NHHS	
Recommend Skill(s):									
Next course(s):	Business Management IB HL2AB								

COURSE DESCRIPTION *(catalog summary):*

The course will cover the concepts and topics that are prevalent within the world of business as determined by the International Baccalaureate Programme. Students learn about Economics--micro and macro and its relationship to and impact on business operation in the private enterprise system. Students will learn and are expected to demonstrate a thorough understanding of Business and economic concepts. Simulated business will be set up and run by students to prepare them for working in a real business environment. This course teaches Business concepts using Economics as a factor in decision making with a focus on Virtual Business applications in a project based environment. An online National competition in a Virtual world is conducted in this course. Business Ethics and Social Responsibility, ownership, Entrepreneurship, and operations, Technology's Impact on Business, Money and Financial Institutions, Marketing in today's World and Advertising. Students work individually as well as on teams to compete against each other in the simulated world. Virtual Retailing; where students manage a distribution center, reviewing resumes, choose employees, locations, purchase technology, face management challenges and deal with global issues (including the integration of media objects, such as text, graphics, video, animation and sound to represent and convey information). Virtual Business; where students manage a convenience store, and Virtual Sports and Management: where students manage a football franchise may also be incorporated into the course. This course is open to all 11th grade students who have basic computer skills.

GOALS *(expected performance outcomes for students):*

Students develop critical thinking skills asking the following questions:

1. Students will demonstrate an awareness of business standards, and knowledge of basic economic concepts.
2. Students will demonstrate an understanding of the fundamental skills required to own and operate an expanding commercial enterprise.
3. Students will develop planning, organizing, and controlling strategies for a business environment.
4. Students will demonstrate appropriate work ethics and demeanor as demanded by business owners.
5. Students will reinforce and extend skills involving math, language, decision making, problem solving, critical thinking, and teamwork.
6. Students will listen attentively, follow directions and effectively relay directions to others

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.

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- 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:

- 1. Demonstrate knowledge of the basic concepts used by economics, particularly scarcity, allocation of resources, economic decisions, economic goods, trade-offs, efficiency, price stability, goals of all economic systems.
- 2. Demonstrate an understanding of the basic differences between the different types of economic systems that exist in the world today. Students will demonstrate an understanding of the concept of a mixed economic system.
- 3. Demonstrate knowledge of how market system pricing operates. They should be able to demonstrate how the laws of supply and demand interact to produce prices, which “clear the market.” They will demonstrate this knowledge through explanatory statements and construction of and reading of graphs and schedules.
- 4. Demonstrate an understanding of how consumers make decisions and what factors in the economic system affect the making of those decisions.

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5. Demonstrate an understanding of how businesses are organized and how they function in a market economy. Students will demonstrate an understanding of the role of profit incentive in business growth and its importance in preserving the benefits of competition.
6. Demonstrate an understanding of how and why government regulates business.
7. Students will use technology to produce projects.
8. Students will develop an awareness of their own career interests. (B 8, 9, 10)
9. Students will develop employability skills through interviewing, resume building, oral presentations, and teamwork.
10. Students will produce a professional portfolio and/or a "Web-folio" as a useful product for obtaining employment.
11. Students will demonstrate critical thinking, organizational, and decision-making skills by developing project proposals, time lines, and final products.
12. Students will demonstrate proficiency by using desktop publishing software to create a newsletter and a brochure using imported text and graphics with appropriate page layout and design.
13. Students will demonstrate proficiency by creating a Web site using different applications and appropriate design features.
14. Students will demonstrate proficiency by creating multimedia presentations, which include sound, animation and digital photo imaging.
15. Students will demonstrate proficiency by sending electronic Email, threading messages.
16. Students will demonstrate proficiency by demonstrating an understanding of computer software, hardware, and terminology.
17. 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.
18. Students will demonstrate competence in listening to and following oral and written instructions
19. Students will demonstrate competence in understanding the ethical nature of online communication.
20. Students will obtain a computer literacy that goes well beyond that of a typical computer user. Students will understand how a computer works, and therefore be able to control the computer rather than simply react to it.
21. Students will have a basic understanding of the core concepts in computer science (Operating systems, networking, architecture, software architecture, algorithms).

For each topic of study in which a student is engaged, they should meet the following 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.**

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- 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.
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CALIFORNIA CONTENT STANDARDS *(how the course aligns with California and/or national curriculum standards):*

Source for CTE Pathway: The newly revised CTE Model Curriculum Standards designed to prepare students to be both Career and College ready, adopted by the SBE on January 16, 2013, Business and Finance Industry Sector, Business Management Pathway

Business and Finance – Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Business and Finance academic alignment matrix for identification of standards.

LS – Language Standards

- 11.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 11.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- 11.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- 11.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- 11.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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11.6. Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RSIT – Reading Standards for Informational Text

11.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

11.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

11.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

11.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

11.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

11.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

WS – Writing Standards

11.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

11.2. 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.

11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

11.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

11.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.

11.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

F-BF – Building Functions

1. Write a function that describes a relationship between two quantities.

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2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

S-IC – Statistics and Probability – Making Inferences and Justifying Conclusions

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
2. Decide if a specified model is consistent with results from a given data-generating process using simulation.

S-CP – Statistics and Probability – Conditional Probability and the Rules of Probability

1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).
2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

APPS – Statistics and Probability – Advanced Placement Probability and Statistics

10.0 Students know the definitions of the mean, median and mode of distribution of data and can compute each of them in particular situations.

PE – Principles of Economics

- 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.
 - 12.1.2. Explain opportunity cost and marginal benefit and marginal cost.
 - 12.1.4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
 - 12.1.5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).
- 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 roles 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.
 - 12.2.10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

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- 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.
 - 12.3.2. Identify the factors that may cause the costs of government actions to outweigh the benefits.
 - 12.3.3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.
 - 12.3.4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).
- 12.4 Students analyze the elements of the U.S. labor market in a global setting.
- 12.4.1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the mini-mum wage, and unemployment insurance.
 - 12.4.2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.
 - 12.4.3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.
 - 12.4.4. Explain the effects of international mobility of capital and labor on the U.S. economy.
- 12.5 Students analyze the aggregate economic behavior of the U.S. economy.
- 12.5.1. Distinguish between nominal and real data.
 - 12.5.2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, inflation or deflation rate, and a rate of economic growth.
 - 12.5.3. Distinguish between short-term 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 States' borders.
- 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.

US – U.S. History and Geography

- 11.6.5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.
- 11.11.1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.

WH – World History, Culture, and Geography

- 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
- 10.3.1. Analyze why England was the first country to industrialize.
 - 10.3.5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
 - 10.3.6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

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2.0 Communications

Acquire and accurately use Business and Finance sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

- 2.1 Recognize the elements of communication using a sender–receiver model.
- 2.2 Identify barriers to accurate and appropriate communication.
- 2.3 Interpret verbal and nonverbal communications and respond appropriately.
- 2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
- 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

- 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
- 3.3 Explore how information and communication technologies are used in career planning and decision making.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
- 3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.7 Recognize the importance and impact small businesses have on our state, nation and world economies.
- 3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
- 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Business and Finance sector workplace environment. (Direct alignment with WS 11-12.6)

- 4.1 Use electronic reference materials to gather information and produce products and services.
- 4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- 4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
- 4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
- 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
- 4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

5.0 Problem Solving and Critical Thinking

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Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Business and Finance sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Business and Finance sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

- 6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
- 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
- 6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
- 6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
- 6.6 Maintain a safe and healthful working environment.
- 6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Business and Finance sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Business and Finance sector.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

- 8.1 Access, analyze, and implement quality assurance standards of practice.

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- 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Business and Finance industry sector.
- 8.3 Demonstrate ethical and legal practices consistent with Business and Finance sector workplace standards.
- 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
- 8.5 Analyze organizational culture and practices within the workplace environment.
- 8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
- 8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Business and Finance sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Business Leaders of America (FBLA) career technical student organization. (Direct alignment with SLS 11-12.1b)

- 9.1 Define *leadership* and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Business and Finance sector issues and problems.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Business and Finance sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

- 10.1 Interpret and explain terminology and practices specific to the Business and Finance sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Business and Finance sector.
- 10.3 Construct projects and products specific to the Business and Finance sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Interpret financial data, analyze results, and make sensible business decisions to promote a financially reliable business.
- 10.6 Evaluate the variety, nature, and diversity of investment vehicles and the elements that contribute to financial growth and success.
- 10.7 Adapt the distribution concepts and processes needed to move, store, locate, and transfer ownership of goods or services.
- 10.8 Integrate the techniques and strategies used to foster positive, ongoing relationships with customers, suppliers, investors, and community.
- 10.9 Evaluate the impact of local, state, federal, and/or international regulations on business and financial management decisions

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- 10.10 Apply the economic principles and concepts fundamental to business operations.
- 10.11 Recognize the importance of marketing in a global economy.
- 10.11 Develop a system for keeping and using financial records and a personal financial plan to manage cash flow and maintain creditworthiness.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Business and Finance anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the Future Business Leaders of America (FBLA) career technical student organization.

- 11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Business and Finance sector program of study.
- 11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
- 11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
- 11.4 Employ entrepreneurial practices and behaviors appropriate to Business and Finance sector opportunities.
- 11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

Business and Finance – Pathway Standards: Business Management

Management consists of planning, leading, and controlling an organization or effort to accomplish a goal. In the Business Management pathway, students learn entrepreneurship and business fundamentals, goal-setting, resource allocation, organizational structure and management techniques, economics, financial data, risk management, information technology, and supply chain management.

A1.0 Explain entrepreneurship and the fundamentals of developing a new business

- A1.1 Recognize personal traits and leadership styles of entrepreneurs and business leaders.
- A1.2 Analyze management theories and their application within the business environment.
- A1.3 Develop personal management skills to function effectively, efficiently, and collaboratively in a business environment.
- A1.4 Determine the type of business organization most appropriate for various business profiles.
- A1.5 Construct and defend a business plan (components may include an executive summary, organizational structure, market analysis, Strengths Weaknesses Opportunities and Threats (SWOT) analysis, marketing plan, operating procedures, financial data, and feasibility and supporting documentation).

A2.0 Plan, organize, secure, and manage resources of a project to achieve specific goals

- A2.1 Determine Specific, Measurable, Achievable, Realistic and Time-bound (SMART) goals for a specific project.
- A2.2 Develop a project schedule, including the constraints of cost, time, and scope, to illustrate project structure using Gantt, Program Evaluation Review Technique (PERT), or other project planning tools.
- A2.3 Optimize allocation of resources necessary to achieve predefined objectives.

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A2.4 Evaluate beneficial change, or added value, of a specific project.

A3.0 Investigate the functions and techniques of management and organizational structure and distinguish between small and large companies

A3.1 Explain the organizational structure of various business environments.

A3.2 Describe management's role in demonstrating leadership, motivating employees, resolving conflict, addressing stress, and recognizing formal and informal employee groups.

A3.3 Recognize a business' responsibility to employees, shareholders, society, and the environment.

A3.4 Summarize techniques for managing human resources to maximize operational efficiencies and effectiveness.

A3.5 Describe the role of organized labor and its influence on government and businesses.

A3.6 Apply operations management principles and procedures to the design of an operations plan.

A4.0 Apply economic concepts as they relate to business

A4.1 Identify factors of production needed to create wealth.

A4.2 Explain the role of business in a free-enterprise system.

A4.3 Recognize the determinants of supply and demand and their impact on pricing.

A4.4 Calculate productivity with various levels of input.

A4.5 Illustrate the business cycle elaborating on leading, coinciding, and lagging economic indicators.

A4.6 Show the relationship between economic conditions and financial markets, including exchange rates.

A5.0 Analyze financial data in order to make short-term and long-term decisions

A5.1 Describe factors that affect the value of an asset, inflation, interest rates, risk, and return.

A5.2 Determine investment and finance options available at different stages of a business or product life cycle.

A5.3 Compare and interpret financial reports for internal and external use to analyze risk and return to make business decisions.

A5.4 Analyze how credit reports quantify credit worthiness.

A5.5 Assess how types of financial markets influence interest rates, inflation, balance of trade, and unemployment and the impact on business decisions.

A5.6 Create and use budgets to guide financial decision making.

A6.0 Explain the importance of risk management and regulatory compliance in business

A6.1 Identify, assess, and prioritize risks.

A6.2 Describe the concept and process of risk management, including the use of risk management tools such as insurance.

A6.3 Compare and contrast the various types of taxes in terms of the business structure.

A7.0 Utilize information and technology tools to conduct business effectively and efficiently

A7.1 Describe appropriate computer hardware used in business.

A7.2 Apply appropriate software used in business.

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A7.3 Examine technological trends and analyze the impact of technological innovations on the marketing and distribution of goods and services.

A7.4 Integrate appropriate use of the Internet in business.

A7.5 Investigate data security systems for business.

A8.0 Construct a Marketing Plan

A8.1 Describe effective marketing techniques.

A8.2 Explore how products and services are conceived, developed, maintained, and improved in response to market opportunities.

A8.3 Conduct market analysis and assess the business organization's position within their industry.

A8.4 Interpret how market research is used to develop strategies for marketing.

A8.5 Differentiate the components of a promotional plan (e.g., advertising, public relations, and sales promotion) and describe how the plan is used to achieve a stated outcome.

A8.6 Practice selling techniques used to aid customers and clients in making buying decisions.

A9.0 Apply principles of supply chain management and SCM 2.0 to a business model

A9.1 Describe Logistics Management systems.

A9.2 Illustrate the management of the complete flow of materials and activities in the supply chain from suppliers to customers.

A9.3 Summarize materials management, including effective inventory management practices, E= Procurement, and continuous control practices.

A9.4 Create a master plan for resources that addresses market demand, sales, and operations planning.

A9.5 Change variables in a master plan for resources, analyze its effect, and recommend corrective actions.

EVALUATION *(how the effectiveness of the course will be monitored and assessed):*

Student achievement will be measured using multiple assessment tools, included but not limited to test results, homework, class-work, notebooks, authentic performance assessments, and written assessments using the district's rubric.

Items used for grade assessment:

- Economics Assignments and Examinations
- Business Technology Core Implementation and Performance-Based Assessment
- Academic Performance Based Assessment
- Self-Evaluation
- Finance Records
- Evaluation of Economic Concepts
- Overall Technology Applications
- Class Portfolio
- Evaluation of IB-designed concepts (change, culture, globalization, innovation, ethics, and strategy)

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Grade Scale:

100% - 90% = A

89% - 80% = B

79% - 70% = C

69% - 60% = D

59% and below = F

KEY ASSIGNMENTS:

- **Personal Finance** - Students will be responsible to create and keep finance records. They will be responsible to keep physical and electronic accounting of a businesses' financial status throughout a given period.
- **Business Plan** - Students will develop a business plan which provides the opportunity for students to analyze economic impact on business startup and operation.
- **Research Writing** - Students will research real business case studies and present their findings on their financials, business practices, company hierarchy, governmental affects (local, state, federal), the effects of the global economy on the business, ethical decision-making, innovative concepts, cultural awareness, etc. Students will present their finding in a public speaking setting.
- **Project Based Assignments** - Students will create several presentations in PowerPoint and Prezi, Create a Business Logo/trailer, and market the product through an infomercial-style campaign.

Instructional Methods and/or Strategies

1. Direct instruction (lecture, reading, labs and investigations, writing, reports, journals, analyses, essays, speaking, presentations, guest speakers).
2. Laboratory investigations and projects using educational courseware and computer technology.
3. Team teaching including assisted instruction from university, business, and community partners.
4. Community-based research projects with professional mentors.
5. Use of a variety of instructional materials and resources including electronic media, professional journals and reference materials, textbooks, and other print information.
6. Self-directed, cooperative, and collaborative learning to increase responsibility of students for their own learning.
7. Student presentations, exhibits, and competitions—both team and individual.
8. Online 3-D Simulation introduction to the world of business. This will provide the students with a realistic view of business through a highly immersive, 3-D multi-user business simulation.
9. SDAIE (Specially Designed Academic Instruction in English).

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Unit 1	Length of Unit ... 8 days/2.5 weeks (Block Schedule)/8 sessions...			
	Key Vocabulary	Standards	Model Tasks	Tools / Texts
Introduction to fundamental economic concepts-	• Business • International business • Domestic company • International company • Globalization • Global dependence • Ethics • Business ethics • Social responsibility • Code of Ethics • Stakeholders • Culture • Values • Norms • Folkways and mores • Role • Subculture	<u>Anchor Standards</u> <u>1.0 Academics</u> LS 11.1, 11.2, 11.3, 11.4, 11.5, 11.6 RSIT 11.1, 11.3, 11.5, 11.6 WS 11.1, 11.2, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9 PE 12.1, 12.1.1, 12.1.2, 12.1.4, 12.1.5 12.2, 12.2.1, 12.2.2, 12.2.3, 12.2.4, 12.2.5, 12.2.6, 12.2.9, 12.3, 12.3.4 12.4, 12.4.1, 12.4.2, 12.4.3, 12.4.4 12.5, 12.5.2 12.6, 12.6.4 US 11.11.1 WH 10.3.1, 10.3.5, 10.3.6 <u>2.0 Communications</u> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <u>4.0 Technology</u> 4.1, 4.3 <u>9.0 Leadership and Teamwork</u> 9.6 <u>11.0 Demonstration and Application</u> 11.5 <u>Pathway Standards</u> A4.0 Economic Concepts	Students learn fundamental economic concepts as individuals and in groups formed to establish small businesses within the classroom. Guided practice: Case Study, annotation. Explain the historical origins of international commerce. Identify the major factors that influence international trade Explain levels of participation in international trade. List issues that affect ethics in International business Explain the basic nature of communication Identify the challenges of communicating in a world language Describe verbal communication strategies. Describe how culture affects nonverbal communication Identify methods for overcoming communication problems and developing effective messages. Students to research colleges, determine roadblocks, pros and cons such as gender, religion and wealth. Groups are formed to investigate one	Brown and Clow, International Business, Glencoe <u>Periodicals/Newspapers</u> Wall St. Journal Business Week <u>Videos</u> Pacific Rim Trade Glengarry Glen Ross
Cultural and Social Influences International Communications				

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			of the five social institutions.		
Differentiation	Support -- for students who are struggling with the content	Content: website tutorials (SBA and other self-help sites)			
		Process: extended class hours (before/after school) for tutorial/computer lab time with web-based tutorials			
		Product: completion of assigned class work			
	Extension – for high achieving students.	Content: Student-driven enrichment research based on interest in unit subtopics			
Process: Use of print and on line sources such as BusinessWeek and Entrepreneur magazines					
Evaluation	Product: Exemplary portfolio projects				
	Formative Assessments (ongoing & mid-lesson):				
	Web based reading assignments/activities, in class assignment/activities, small group activities/presentations				
Evaluation	Summative Assessments (unit final evaluation):				
	Written unit examination.				

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Unit 2	Length of Unit 10 Days/4 weeks/10 sessions			
	Key Terms	Standards	Model Tasks	Tools & Text

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International trade environment	- International trade - Imports - Exports - Goods - Service - Dependency - Balance of trade - Trade barriers - Protectionism - Dumping - Democracy - Totalitarianism - Theocracy - Free trade zone - Free trade - Agreement - Economics - Market Economy - Supply - Demand - Command Economy - Mixed Economy - Scarcity - Currency exchange rate - Capital	<u>Anchor Standards</u> <u>1.0 Academics</u> LS 11.1, 11.2, 11.3, 11.6 RSIT 11.1, 11.3, 11.5, 11.6 WS 11.1, 11.2, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9 PE 12.2, 12.2.7, 12.4, 12.4.4, 12.6, 12.6.1, 12.6.3, 12.6.4 WH 10.3.5 <u>4.0 Technology</u> 4.1, 4.3, 4.5 <u>8.0 Ethics and Legal Responsibility</u> 8.2, 8.3, 8.5 <u>9.0 Leadership and Teamwork</u> 9.5, 9.6, 9.7 <u>11.0 Demonstration and Application</u> 11.5 <u>Pathway Standards</u> A3.0 Management and Organization Structure A6.0 Risk Management	Team of students will join on tasks to establish knowledge of the American economy and International trade. Describe the processes of importing and exporting. Explain the differences between goods and services Identify the steps of the importing and exporting processes. Explain why companies and countries trade. Discuss the importance of having balance of trade for countries Describe the roles played by international trade organizations. Identify different types of governments and their influence on international trade. Describe the different forms of legal systems and Identify the impact of laws and regulations on international business Explain some ways to settle differences in international trade relationships. Identify different types of economic systems. Explain how resources affect a nation's ability to trade. Identify geographic features and advantages and the effects of location, time and proximity. Identify the uses of money, currencies and exchange rates. Explain the types of commercial risk in international trade Discuss ways to reduce risk when building international business relationships.	Brown and Clow, <u>International Business</u>, Glencoe <u>Periodicals</u> <u>Wall St. Journal</u> <u>Business Week</u> <u>U.S. News & World Report</u> <u>L.A. Times</u> <u>Newsweek</u> <u>Time</u> Software Office XP Professional Internet Explorer
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Differentiation	Support -- for students who are struggling with the content	Content: website tutorials (SBA and other self-help sites) Process: extended class hours (before/after school) for tutorial/computer lab time with web-based tutorials Product: completion of assigned class work
	Extension – for high achieving students.	Content: Student-driven enrichment research based on interest in unit subtopics Process: Use of print and on line sources such as BusinessWeek and Entrepreneur magazines Product: Exemplary portfolio entries
Evaluation	Formative Assessments : Web based reading assignments/activities, in class assignment/activities, small group activities/presentations, quizzes – all of which become part of the class portfolio.	
	Summative Assessments: Written unit examination. Completion of this unit's section of student portfolio.	

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Unit 3	Length of Unit 15 days/6 weeks/15 sessions			
	Key Terms	Standards*	Model Tasks**	Tools & Text
Business Ownership and Entrepreneurship	• Sole Proprietorship • Partnership • Corporation Subchapter • S Corporation • LLC • MNC • Mode of Entry	<u>Anchor Standards</u> 1.0 Academics LS 11.1, 11.2, 11.3, 11.4, 11.5, 11.6 RSIT 11.1, 11.3, 11.5, 11.6 WS 11.1, 11.2, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9 PE 12.6, 12.6.1, 12.6.3, 4.0 Technology 4.1, 4.3, 4.5	Defining Departments Writing Job Descriptions Writing a Business Plan Interviewing for Jobs Using the Internet for business activities Identify 2 main types of business ownership. Differentiate between companies in different countries.	Brown and Clow, International Business, Glencoe <u>Periodicals</u> Wall St. Journal Business Week U.S. News & World Report L.A. Times Newsweek Time
Organizational Management and Strategy	• Management • Planning • Strategic Plan • Differentiation • Organizing Authority • Decentralization	<u>Pathway Standards</u> A1.0 Entrepreneurship A2.0 Planning and Organization A3.0 Management and Organization Structure	Explain the nature of entrepreneurship. Written evidence, a report discussing the advantages and disadvantages of being a franchisee versus an independent sole proprietorship. Create Posters illustrating one of the risks of global entrepreneurship.	Software Office XP Professional Internet Explorer <u>Websites</u> Advertising Age adage.com Adcritic http://www.adcritic.com Owning Your Own Business www.myownbusiness.org/index.html Marketing Teacher http://www.marketingteacher.com/ A*S*K Business www.askinstitute.org
Production and Quality Control	• Quality • Value • Standardization • Adaptation • Sourcing		Discuss the importance of quality and value in production systems. Explain how businesses choose which goods and services to make and export. Identify the elements of production or manufacturing systems, quality control and describe programs designed to improve quality.	

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Differentiation	Support -- for students who are struggling with the content	Content: website tutorials (SBA and other self-help sites) Process: extended class hours (before/after school) for tutorial/computer lab time with web-based tutorials Product: completion of assigned class work
	Extension – for high achieving students.	Content: Student-driven enrichment research based on interest in unit subtopics Process: Use of print and on line sources such as BusinessWeek and Entrepreneur magazines Product: Exemplary portfolio entries
Evaluation	Formative Assessments : Web based reading assignments/activities, in class assignment/activities, small group activities/presentations, quizzes – all of which become part of the class portfolio	
	Summative Assessments: Written unit examination. Completion of this unit’s section of student portfolio.	

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Unit 4	Length of Unit 5 Days/2 Weeks/5 sessions			
	Key Terms	Standards	Model Tasks	Tools & Text
Business Simulation	• Economic Goals • Concepts of Revenue • Expense • Profit and Loss • Merchandising • Manufacturing Service • Organizations • Ethics • Ethical Practices • Values • Beliefs • Legal Considerations	<u>Anchor Standards</u> <u>1.0 Academics</u> F-IF 1, 2, 3, 4, 5, 6 S-IC 1, 2, 3, 6 PE 12.1, 12.1.2, 12.1.3, 12.2.3, 12.2.5, <u>2.0 Communications</u> 2.5, 2.6 <u>4.0 Technology</u> 4.2, 4.3, <u>5.0 Problem Solving and Critical Thinking</u> 5.1, 5.2, 5.4 <u>8.0 Ethics and Legal Responsibilities</u> 8.3, 8.4, 8.7 <u>9.0 Leadership and Teamwork</u> 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 <u>10 Technical Knowledge and Skills</u> 10.5, 10.6, 10.7, 10.9, 10.10, <u>11.0 Demonstration and Application</u> 11.1, 11.5 <u>Pathway Standards</u> A2.0 Planning and Organization A4.0 Economic Concepts A5.0 Analyzing Financial Data A9.0 Principles of Supply Chain Mgmt.	Virtual online simulation. National competition, Introduction to the world of business with a realistic view of business through a highly immersive, three- dimensional multi-user business simulation. The success of participants and teams depends on their ability to research the resources for facts, evaluate the facts, and then act on them to make the optimal decision. The team based activity teaches students the value of collaboration, research and understanding of the problems they face in order to arrive at optimal solutions. It also encourages students to begin thinking about their college plans and a future career.	Deloitte, SPILL National Team Challenge Desktop Computer

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Differentiation	Support -- for students who are struggling with the content	Content: hand written notes on each of the tasks throughout the project, handouts to enhance task assignments) Process: extended class hours (before/after school) for tutorial/computer lab time with web-based tutorials Product: completion of assigned class work
	Extension – for high achieving students.	Content: Student-driven enrichment research based on interest in unit subtopics Process: Use of print and on line sources such as BusinessWeek and Entrepreneur magazines Product: Exemplary portfolio entries
Evaluation	Formative Assessments : Web based reading assignments/activities, in class assignment/activities, small group activities/presentations, quizzes – All of which become part of the class portfolio.	
	Summative Assessments: Written unit examination. Completion of this unit’s section of student portfolio.	

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Unit 5	Length of Unit 30 Days/12 Weeks/30 sessions...			
	Key Terms	Standards*	Model Tasks**	Tools & Text

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Marketing and Promotion	- Payroll - Accounts Receivable - Accounts Payable - Financial Statements - Operating costs - Startup costs - Budgets - Organizational chart - Assessment of personnel - Employee relations - Advertising - Market research - Logos - Promotional designs - Business plan - Office layout - Consumer needs - Competition	<u>Anchor Standards</u> <u>1.0 Academics</u> LS 11.1, 11.2, 11.3, 11.4, 11.5, 11.6 RSIT 11.1, 11.3, 11.5, 11.6 WS 11.1, 11.2, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9 <u>2.0 Communications</u> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <u>4.0 Technology</u> 4.1, 4.2, 4.3, 4.4 <u>Pathway Standards</u> A5.0 Analyze Financial Data A8.0 Construct a Marketing Plan	The four Ps of marketing, defining market segmentation and product differentiation. Students will identify the characteristics of consumer, organizational and governmental markets. Students will discuss effective ways to contact international customers, identify public relations activities for an international promotional mix. Students will discuss methods of developing products that will succeed in the marketplace, set prices, define channels of distribution and discuss choosing a mode of transportation to move goods to customers. Group Instruction: Groups will be created to create packaging and labels for products used in other countries using graphic presentations. Oral presentations will be given to present the work to the class Posters with graphic illustrations utilizing two distribution channels will be posted around the room. Individualized instruction: Assign a country to each student. Research to find export management companies, customs brokers and freight forwarders who operate in the assigned countries. They will submit their work in writing.	Brown and Clow, International Business, Glencoe <u>Periodicals</u> <u>Wall St. Journal</u> <u>Business Week</u> <u>U.S. News & World Report</u> <u>L.A. Times</u> <u>Newsweek</u> <u>Time</u> <u>Software</u> Office XP Professional Internet Explorer <u>Resource Materials</u> Lowe, Malouf, and Jacobson, <u>Consumer Education and Economics, 4th Edition</u>, Glencoe Division of Macmillan/ McGraw Hill School Publishing Company, 1997. Brown and Clow,

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	Extension – for high achieving students.	Content: Student-driven enrichment research based on interest in unit subtopics Process: Use of print and on line sources such as Inc and Entrepreneur magazines Product: Exemplary portfolio entries
Evaluation	Formative Assessments: Web based reading assignments/activities, in class assignment/activities, small group activities/presentations, quizzes – all of which become part of the class portfolio.	
	Summative Assessments: Written unit examination. Completion of this unit's section of student portfolio.	

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Unit 6	Length of Unit 20 Days/8 Weeks/20 sessions			
	Key Terms	Standards*	Model Tasks**	Tools & Text
International Marketing and Finance Products, Pricing and Distribution Accounting and Financing Practices	• Marketing • Market • Market segmentation • Demographics • Product differentiation • Organizational Market • Skimming • Pricing • Accounting • Income Statement • Balance Sheet • Inflation • Cost Accounting • Audit • Accounting Cycle	<u>Anchor Standards</u> <u>1.0 Academics</u> LS 11.1, 11.2, 11.3, 11.4, 11.5, 11.6 RSIT 11.1, 11.3, 11.5, 11.6 WS 11.1, 11.2, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9 F-IF 9,10 F-BF 1,2 S-IC 1,2,3, APPS 10.0, 16.0 <u>2.0 Communications</u> 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 <u>4.0 Technology</u> 4.1, 4.2, 4.3, 4.4 <u>9.0 Leadership and Teamwork</u> 9.1, 9.2, 9.3, 9.7 <u>11.0 Demonstration and Application</u> 11.1, 11.3, 11.5 <u>Pathway Standards</u> A5.0 Analyze Financial Data A8.0 Construct a Marketing Plan	Guided practice, independent practice. Generate product ideas, invent a commercial product, price, distribute, and account for the development of the product. Create a 30 second video illustrating the development of the product. Create a 2 minute digital video production marketing the product to the ultimate consumer incorporating the flash animation Divide the class by seller and buyers. Assign a product based on the videos to a group of 4 students. Buyers will determine their bargaining position with regard to value, alternatives and time horizon as well as possible compromises. Sellers do the same. Both will negotiate the products. Groups will be polled to discover their results.	Brown and Clow, International Business, Glencoe <u>Periodicals</u> Wall St. Journal Business Week U.S. News & World Report L.A. Times Newsweek Time <u>Software</u> Office XP Professional Internet Explorer Flash Animation <u>Resource Materials</u> Lange-Glencoe Mathematics, Glencoe/ McGraw-Hill, a division of The McGraw-Hill Companies, 2004.

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Differentiation	Support -- for students who are struggling with the content	Content: website tutorials, handouts, demonstrations Process: extended class hours (before/after school) for tutorial/computer lab time with web-based tutorials Product: completion of assigned class work
	Extension – for high achieving students.	Content: Student-driven enrichment research based on interest in unit subtopics Process: Use of print and on line sources such as Inc and Entrepreneur magazines Product: Exemplary portfolio entries
Evaluation	Formative Assessments : Web based reading assignments/activities, in class assignment/activities, small group activities/presentations, quizzes, all of which become part of the class portfolio.	
	Summative Assessments: Written unit examination. Completion of this unit's section of student portfolio.	