

Pilot Course Proposal

Submitted by: Renee Crow Building: Hazen

Proposed Course Title: AP Business with Personal Finance

Grade Level: 9th-12th Department: CTE – Business and Marketing

PLEASE ATTACH THE FOLLOWING:

Description of course content and how this course will meet current needs not being met by other courses. Description must also include the needs assessment data.

- Specifically, what will the student know and be able to do as a result of this course?
- AP Business with Personal Finance is an introductory, college-level business and personal finance course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business application, case studies, and project-based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and Jump\$tart Coalition for Personal Financial Literacy

Upon completion of this course students will be able to meet the following Washington State _____ K-12 Learning Standards MBA Research National Business Standards:

Customer Relations (CR):

- CR:036 - Develop social media strategy for customer service
- CR:037 - Determine customer acquisition and retention strategy

Communication Skills (CO):

- CO:198 - Develop communications plan

Emotional Intelligence (EI):

- EI:078 - Use ethics in staff supervision
- EI:079 - Explain the nature of managerial ethics

Financial Analysis (FI):

- FI:113 - Explain cash control procedures (e.g., signature cards, deposit slips, internal/external controls, cash clearing, etc.)
- FI:277 - Describe information that can be obtained from annual reports
- FI:310 - Maintain petty-cash fund
- FI:343 - Explain the purpose of internal accounting controls
- FI:371 - Assess accounting risks
- FI:541 - Interpret cash-flow statements
- FI:542 - Monitor business's profitability
- FI:604 - Track expenses
- FI:607 - Determine the impact of types of transactions on company finances
- FI:658 - Describe types of costs used in managerial accounting (e.g., direct cost, indirect cost, sunk cost, differential cost, etc.)
- FI:659 - Describe marginal analysis techniques and applications
- FI:660 - Explain the nature of managerial accounting
- FI:661 - Discuss the use of variance analysis in managerial accounting
- FI:777 - Assess fraud risk

Human Resources Management (HR):

- HR:490 - Describe the nature of human-resources planning
- HR:491 - Explain approaches to the identification of human resources in foreign markets
- HR:492 - Determine causes of staff turnover
- HR:512 - Manage employee turnover
- HR:514 - Mentor an employee
- HR:515 - Discuss issues associated with workplace diversity (e.g., ethnic, generational, religious, gender)

Knowledge Management (KM):

- KM:002 – Discuss the role of ethics in knowledge management
- KM:017 - Identify ways to use crowdsourcing in business

Marketing-Information Management (IM):

- IM:281 - Describe options businesses use to obtain marketing research data (i.e., primary and secondary research)

Market Planning (MP):

- MP:031 - Develop customer profile

Information Management (NF):

- NF:197 - Prepare expense report tools

Operations (OP)

- OP:303 – Discuss the nature of supply chain management
- OP:327 - Discuss the nature of business analysis
- OP:447 - Identify the factors that contribute to operational risk
- OP:448 - Discuss the nature of operational risk management
- OP:469 - Assess legal risks
- OP:470 - Evaluate speculative business risks
- OP:471 - Assess business's potential to expand into new markets
- OP:477 – Explain the impact of supply chain on business performance
- OP:475 – Describe the factors that influence business process design

Product/Service Management (PM):

- PM:024 - Identify the impact of product life cycles on marketing decisions (SP)

Professional Development (PD):

- PD:261 – Discuss factors to consider in developing a managerial code of ethics

Pricing (PI):

- PI:002 - Explain factors affecting pricing decisions

Promotion (PR):

- PR:003 - Identify the elements of the promotional mix

Risk Management (RM):

- RM:041 - Explain the role of ethics in risk management
- RM:042 - Describe the use of technology in risk management
- RM:043 - Discuss legal considerations affecting risk management
- RM:067 - Assess enterprise risk
- RM:092 - Describe international considerations affecting risk management
- RM:093 - Identify departmental business risks
- RM:094 - Assess business risks
- RM:095 - Assess task risks

Strategic Management (SM)




- Understands tools, techniques, and systems that affect a business' ability to plan, control, and organize an organization/department
- Recognize management's role to understand
- SM:004 - Describe the nature of managerial control (control process, types of control, what is controlled)
- SM:028 - Describe factors that influence management
- SM:030 - Explain management theories and their applications
- SM:040 - Describe the strategic planning process in an organization
- SM:041- Identify and set benchmarks for key performance indicators
- SM:042 - Develop strategies for achieving company vision
- SM:047 – Develop company vision
- SM:058 - Interpret internal information for strategic planning (e.g., financial/accounting, marketing, operations, human resources, information technology, and individual employee data)
- SM:060 – Apply environmental scanning techniques to assess strategic-planning processes
- SM:063 - Discuss the nature of managerial planning
- SM:064 – Explain managerial considerations in organizing
- SM:066 - Discuss managerial considerations in directing
- SM:092 - Set departmental policies
- SM:093 - Show the effect of departmental strategy on departmental goals/objectives
- SM:094 - Describe relationship among innovation, learning, and change

- What are the assessments that will be used to determine student achievement of the goals of this course? (Attach to this proposal.) See attached frameworks with unit assessments, including traditional tests/quizzes, case studies and project-based learning.

Describe how this course will address:

- **Alignment with Common Core State Standards (CCSS) and/or WA State Essential Academic Learning Requirements (EALRs):** Aligned with National MBA Research and Curriculum Standards.
 - **Integration of technology:** College Board – AP Classroom
 - **Infusion of diversity/multicultural perspectives:** Students will complete many choice projects.
 - **Integration with other subject areas:** see attached frameworks with Aligned Washington State Learning Standards
 - **Provision of appropriate experiences for learners of varying abilities:** This Advanced Placement class is great for student who have never taken Advanced Placement, including 9th graders. Learners of various abilities are easily accommodated in this course.
 - **Development of higher-level thinking and processing skills:** This is an Advanced Placement class sponsored by the College Board and Washington OSPI CTE.
 - **Articulation of scope and sequences across grades K-12. Will this course replace an existing curriculum? If so, which course?** It is not replacing existing curriculum; it is another choice in the business management pathway. This is a pathway expansion.
Current Scope and Sequence (see attached)
- Statement of impact: This class will add another choice for students interested in Business Management. It would not make sense to offer it at Renton High School because of the IB program. However, it is an easy addition to any other high school. The cost to add this class would be relatively small: AP summer institute @ \$895, additional work for School AP Coordinator (roughly 25 additional AP students)
 - Instructional materials and cost (include titles, names of publishers and copyright). \$0 – provided by College Board at no charge

SIGN-OFF FOR PILOT COURSE RECOMMENDATION

	<u>Signature</u>	<u>Date</u>
1. Department Head (Secondary) Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>		Dec 3, 2025
2. Principal Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>	 <small>Craig Cooper (Dec 3, 2024 09:41:38 PST)</small>	Dec 3, 2025
3. District Content Facilitator Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>		Dec 3, 2025
4. Curriculum Director Accepts <input type="checkbox"/> Rejects <input type="checkbox"/>		

Return original to the Director of Curriculum and Instruction. Copies to Principal and Course Originator.



**Career & Technical Education
Curriculum Framework**

Required Form
Renton School District

AP Business w/Personal Finance

Facilitator: Cheryl

Course(s) in Series

Framework Hours (# Trimesters) 140 (2 trimesters)

Recently Taught By NEW 2026-2027

Meets Graduation Requirements CTE, Elective

CIP Code 520201

Preparatory Course No

Industry Recognized Credential None

College Credit AP Exam

Course Last Updated 11/2025

Standards AP Central: [AP® Business with Personal Finance](#)
MBA Research National Business Administration Standards <https://www.mbaresearch.org/standards/>

Current Student Description (Course Catalog)

AP Business with Personal Finance is an introductory, college-level business and personal finance course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business application, case studies, and project-based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and Jump\$tart Coalition for Personal Financial Literacy

Course Skills

Professional & Leadership Skills

Skills Category 1	Skills Category 2	Skills Category 3	Skills Category 4	Skills Category 5
Concept Application 1 <i>Explain business and personal finance concepts, principles, and strategies and apply them to scenarios.</i>	Entrepreneurship 2 <i>Identify a market opportunity, and develop and test a product idea designed to address the opportunity.</i>	Decision Making 3 <i>Describe opportunities or problems and recommend courses of action to address them.</i>	Communication 4 <i>Create authentic communications appropriate for a specific audience and purpose.</i>	Collaboration 5 <i>Work collaboratively with and lead others to accomplish a goal or task.</i>
1A Describe business and personal finance concepts, principles, and strategies 1B Interpret quantitative and qualitative business and personal financial data, performing calculations as appropriate 1C Using business and personal financial concepts and principles, explain how and why businesses and individuals pursue specific goals, strategies, and actions.	2A Identify a market opportunity (e.g. a customer problem, need, or want) and develop a product idea to 2B Formulate and test business hypotheses to iterate and improve on a product idea 2C Explain the desirability, viability, and/or feasibility of a product idea	3A Describe internal, market, and external factors that affect a business or individual, and 3B Explain how potential courses of action could capitalize on an opportunity or solve a problem for a business or individual 3C Establish decision-making criteria and use them to systematically evaluate different courses of action a business or individual may take. 3D Recommend a decisive course of action for a business or individual, and support the recommendation with	4A Present business and personal financial data (e.g. data visualizations and financial statements) in accurate, precise and accessible formats targeted for a specific audience and purpose. 4B Create authentic business communications (e.g. surveys, business canvases, and pitches) that are targeted for a specific audience and purpose.	5A Develop clear, shared team objectives related to a business task or project consistent with a vision, mission, and/or goal. 5B Define clear roles and responsibilities for members of a team working to accomplish a business task or project. 5C Develop and implement effective strategies to motivate individuals and teams to achieve goals related to a business task or project. 5D Follow through on agreed-upon deliverables as part of a team working to accomplish a business task or project.

Course Units in Framework

The following units and hours are what is reflected in the most recently approved framework. Timing is only an approximate as we realize each class poses unique composition of knowledge and needs.

Trimester 1

Unit 1 Businesses, Competition, and New Ideas

- 1.1 What is a Business?
- 1.2 Markets and Competitive Advantage
- 1.3 PESTEL Factors and the Business Environment
- 1.4 How Do Business Ideas Originate?
- 1.5 Vision
- 1.6 Business Ethics
- 1.7 Organization, Roles, and Responsibilities
- 1.8 Supply Chains

Unit 2 Marketing

- 2.1 Marketing to Customers
- 2.2 Consumer Behavior
- 2.3 Market Research
- 2.4 Product
- 2.5 Price
- 2.6 Place and Channels
- 2.7 Promotion and Marketing Communications

Unit 3 Part 1: Personal Saving and Borrowing

- 3.1 Saving for Future Purchases
- 3.2 Borrowing, Credit, and Debt

Trimester 2

Unit 3 Part 2: Business Finance and Accounting

- 3.3 Accounting and Financial Management
- 3.4 Business Expenses
- 3.5 Financial Capital
- 3.6 The Income Statement
- 3.7 The Balance Sheet and Net Worth
- 3.8 The Cash Flow Statement
- 3.9 Ethics and Financial Reporting

Unit 4 Management and Strategy

- 4.1 Management and Leadership
- 4.2 Evaluating Performance Using KPI's
- 4.3 Strategy and Decision Making
- 4.4 Strategic Frameworks: Porter's five Forces and SWOT Analysis

Unit 5 Personal Goals, Budgeting, and Investing

- 5.1 Taxes, Net Income, and Budgeting
- 5.2 Managing Personal Risk
- 5.3 Saving and Investing for Education, Housing, and Retirement Goals

Business and Personal Finance Skills

MBA Research National Business Administration Standards

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SM:094 – Describe relationship among innovation, learning, and change

Washington State Financial Education Standards Grades 9-12

- 9.CD.1: Identify various types of student loans (public and private) as a means of paying for postsecondary education.
- 9.CD.2: Identify alternatives to loans as a means of paying for postsecondary education.
- 9.EI.5: Explore the risks, costs, and rewards of starting a business.
- 9.EI.6: Analyze the costs, benefits, and impact of investment in postsecondary education by career option.
- 9.EI.7: Differentiate between a progressive and regressive tax.
- 9.EI.8: Illustrate the relationship between income level and income tax liability.
- 9.I.2: Compare the impact of delaying investment for retirement to beginning investing early.
- 10.EI.1: Identify how non-income factors such as child-care options, cost of living, and work conditions can influence job choice.
- 10.EI.4: Give examples of employee benefits and explain why they are forms of compensation.
- 10.EI.5: Complete IRS form W-4 (Employee's Withholding Allowance Certificate) to determine the optimal amount to withhold for personal income tax.
- 10.EI.6: Differentiate between gross, net, and taxable income.
- 10.EI.7: Complete IRS Form 1040EZ, Form 1040, and applicable state income tax forms.
- 10.FD.1: Predict how individual responsibility for financial well-being will change over a lifetime with changing life circumstances.
- 10.FD.5: Evaluate whether financial information is objective, accurate, and current.
- 10.I.1: Define the time value of money and explain how money invested regularly over time may grow exponentially.
- 10.I.3: Compare strategies for investing as part of a comprehensive financial plan.
- 10.I.5: Compare types of investments appropriate for different objectives such as liquidity, income, and growth.
- 10.RM.1: Identify circumstances in which self-insurance is appropriate.
- 10.RM.2: Give examples of insurance for the types of risks that young adults might face.
- 10.RM.3: Differentiate among the main types of auto insurance coverage.
- 10.SS.1: Create a plan to manage spending and achieve financial goals.
- 10.SS.7: Demonstrate how to use comparison shopping skills to buy or finance a major purchase.
- 10.SS.8: Research the cost of expenses associated with postsecondary education and the financial impact of dual-credit or technical training opportunities in high school.
- 10.SS.9: Research the costs and benefits of a new versus used car (e.g., maintenance, safety, financing, and gas mileage) versus alternative forms of transportation.

Notes

This framework references the unit descriptions, topics, and assessed learning objectives as outlined in the AP Business with Personal Finance Course Guide. Please review the full guide for more detailed information, unit activities, links, and exam prep resources. The most current framework, sample questions, curriculum, and resources may be found on AP Central at [AP® Business with Personal Finance](#)

Updated By Renee Crow
Updated On 11.24.2025

Course Title: <i>(Must be consistent in all tabs of the Course Application in EDS.)</i> AP Business with Personal Finance		Total Framework Actual Hours: <i>(Must equal total number of unit hours identified in Unit Information section of this template.)</i> 140 hours
CIP Code: <i>(Confirm description matches with intent of course using. See OSPI CIP Code Chart.)</i> 520201	<input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory <i>(Preparatory courses are best built with a min. of 140 hours. Middle School courses cannot be coded as preparatory.)</i>	Date Last Modified: <i>(Use current date in this section for new applications.)</i> 11/24/25
Career Cluster: <i>(Must match Career Cluster identified on CIP Code Chart.)</i> Business, Management & Administration		Cluster Pathway: <i>(Must match Cluster Pathway identified on CIP Code Chart.)</i> General Management
Course Summary: AP Business with Personal Finance is an introductory, college-level business and personal finance course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business application, case studies, and project-based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jump\$tart Coalition for Personal Financial Literacy.		

Unit Information	
Unit 1: Businesses, Competition, and New Ideas	Total Learning Hours for Unit: 33
<p>Unit Summary: <i>(Briefly describe the intention of this unit.)</i> This foundational unit introduces students to the dynamic landscape of business viability and entrepreneurship. Students explore how external factors—political, economic, social, technological, environmental, and legal (PESTEL)—shape business opportunities and challenges in both local and global markets. The unit examines the entrepreneurial process from ideation through validation, emphasizing design-thinking methodologies and the development of minimum viable products (MVPs). Students investigate how businesses articulate their purpose through vision and mission statements, navigate ethical dilemmas, and structure their organizations to achieve competitive advantage. The unit culminates with an exploration of supply chain management and how businesses strategically design production processes to deliver value to customers while managing costs and maintaining quality standards.</p> <p>By the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> Analyze market viability by applying the PESTEL framework to evaluate how external factors influence business opportunities, career prospects, and competitive positioning in various markets Apply entrepreneurial design-thinking processes to generate, validate, and refine product ideas through observation, customer interviews, prototyping, and MVP development Evaluate organizational purpose and values by analyzing vision and mission statements and assessing how core values and competencies guide business and individual decision-making Examine ethical business practices by identifying types of unethical behavior, analyzing stakeholder perspectives on ethical dilemmas, and evaluating how businesses can encourage ethical conduct Compare business organizational structures by analyzing the advantages and disadvantages of sole proprietorships, partnerships, LLCs, and corporations in terms of control, liability, and access to resources Design supply chain strategies by evaluating production processes (artisan vs. mass production), analyzing competitive advantage approaches (low cost, quality, barriers to entry), and assessing supplier selection criteria 	
Components and Assessments	

Performance Assessments: *(Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)*

Formative Assessments:

- PESTEL analysis of a local business or career opportunity with presentation of findings
- Entrepreneurial design-thinking journal documenting the ideation, validation, and MVP development process for a product idea
- Vision/mission statement analysis and creation for an existing or hypothetical business
- Ethical dilemma case study analysis with stakeholder impact evaluation
- Business structure comparison matrix with recommendation for a specific business scenario
- Supply chain mapping exercise for a consumer product

Summative Assessment: Business Viability Project – Students will develop a comprehensive business concept that demonstrates understanding of all unit topics. The project includes:

- PESTEL analysis identifying market opportunities and risks
- Product development documentation showing the design-thinking process from problem identification through MVP creation
- Vision and mission statements aligned with core values and competencies
- Ethical guidelines addressing potential dilemmas specific to the business
- Organizational structure recommendation with justification
- Supply chain design with supplier selection criteria and competitive advantage strategy
- Final presentation to a panel of community business professionals or educators

Leadership Alignment: *(Leadership alignment must be developed at the local level.)*

21st Century Skill: 2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Students will use systems thinking to analyze how parts of a business interact by conducting a PESTEL analysis and mapping supply chains for a new business concept.

Industry Standards and/or Competencies

Name of standards: *(Name of industry standards).*

MBA Research & Curriculum Center

Website: *(Site where standards can be found.)*

<https://www.mbaresearch.org/local-educators/teaching-resources/standards/>

(Standards and competencies students will show mastery of by unit. Example: 1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety)

Strategic Management (SM)

SM:064 – Explain managerial considerations in organizing

SM:047 – Develop company vision

SM:060 – Apply environmental scanning techniques to assess strategic-planning processes

Operations (OP)

OP:303 – Discuss the nature of supply chain management

OP:477 – Explain the impact of supply chain on business performance

OP:475 – Describe the factors that influence business process design

Knowledge Management (KM):

KM:002 – Discuss the role of ethics in knowledge management

Professional Development (PD):

PD:261 – Discuss factors to consider in developing a managerial code of ethics

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<u>Educational Technology</u>	<p>4.a: Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</p> <p>6.d: Students publish or present content that customizes the message and medium for their intended audiences.</p> <p>3.d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>
<u>English Language Arts</u>	<p>W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.2: 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.</p> <p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
<u>Financial Education</u>	<p>9.EI.5: Explore the risks, costs, and rewards of starting a business.</p> <p>9.EI.6: Analyze the costs, benefits, and impact of investment in postsecondary education by career option.</p>
<u>Mathematics</u>	<p>HSN-Q.A.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays</p> <p>HSN-Q.A.2: Define appropriate quantities for the purpose of descriptive modeling</p> <p>HSN-Q.A.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities</p>

Unit Information

Unit 2: Marketing	Total Learning Hours for Unit: 31
<p>Unit Summary: <i>(Briefly describe the intention of this unit.)</i> This unit explores the multifaceted discipline of marketing and its critical role in business success. Students examine how businesses collect and analyze customer data to identify target markets, understand consumer behavior, and make strategic marketing decisions. The unit investigates the psychology of consumer decision-making, including the influence of personal, psychological, social, and cultural factors, as well as persuasion principles developed by psychologist Robert Cialdini. Students learn to conduct both secondary and primary market research, including hypothesis testing through surveys, focus groups, interviews, and experiments. The unit provides comprehensive coverage of the four Ps of marketing—Product, Price, Place, and Promotion—examining product development and life cycle stages, pricing strategies and power, distribution channel selection, and the promotional mix. Students explore how digital marketing tools have transformed business-customer interactions and data collection capabilities, preparing them to develop integrated marketing campaigns that effectively reach and engage target customers.</p> <p>By the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> Develop customer intelligence strategies by collecting and analyzing demographic and psychographic data to identify target customers, create customer profiles, and design effective marketing elements 	

2. **Analyze consumer buying decisions** by examining the influence of personal, psychological, social, cultural, legal, and technological factors on purchasing patterns and evaluating how Cialdini's principles of influence can be applied ethically in marketing tactics
3. **Conduct comprehensive market research** by distinguishing between quantitative and qualitative data, interpreting secondary-source research, and designing and implementing primary-source research (surveys, focus groups, interviews, experiments, observations) to test business hypotheses while minimizing bias
4. **Evaluate product development and management strategies** by analyzing the six stages of product development (ideation, validation, design, messaging, production, launch), creating MVPs and value propositions, developing branding strategies, and adapting marketing approaches throughout the product life cycle
5. **Develop strategic pricing approaches** by analyzing value-based, competitive, cost-based, and penetration pricing strategies and evaluating how market conditions, product differentiation, and price elasticity affect a business's pricing power
6. **Design integrated distribution and promotion strategies** by comparing direct and indirect marketing channels (B2C vs. B2B), evaluating the promotional mix (media advertising, personal selling, sales promotion, direct marketing, public relations), and assessing how digital marketing tools have transformed customer engagement and data collection

Components and Assessments

Performance Assessments: *(Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)*

Formative Assessments:

- Target customer profile development with demographic and psychographic analysis
- Consumer behavior case study applying personal, psychological, social, and cultural factors
- Cialdini's principles identification in real-world marketing examples
- Secondary research report on market size, trends, and competition
- Primary research design and implementation (survey, focus group, or experiment) with data visualization
- Product development stage portfolio documenting MVP creation and value proposition
- Product life cycle strategy recommendations for an existing product
- Pricing strategy analysis comparing different approaches for a specific product category
- Distribution channel evaluation and recommendation
- Promotional mix campaign design using multiple tools from the promotional mix

Summative Assessment: Integrated Marketing Campaign Project – Students will develop a complete marketing plan for either an existing business seeking to launch a new product or a new business concept. The project includes:

- Market research report incorporating both secondary and primary research with data visualizations
- Target customer profile and market segmentation analysis
- Product development documentation including MVP, value proposition, and branding strategy
- Pricing strategy with justification based on market conditions, competition, and target customer analysis
- Distribution channel plan with rationale for direct/indirect channel selection
- Comprehensive promotional campaign utilizing at least three tools from the promotional mix, including digital marketing elements
- Product life cycle management plan outlining strategies for each stage
- Budget overview and success metrics
- Final presentation with visual aids and marketing materials (mock advertisements, social media content, etc.)

Leadership Alignment: *(Leadership alignment must be developed at the local level.)*

21st Century Skill: 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

Students will communicate clearly by developing and presenting an integrated marketing campaign, including market research, customer profiles, and promotional materials for a new product or business.

Industry Standards and/or Competencies

Name of standards: (Name of industry standards).
MBA Research & Curriculum Center

Website: (Site where standards can be found.)
<https://www.mbaresearch.org/local-educators/teaching-resources/standards/>

(Standards and competencies students will show mastery of by unit. **Example:** 1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety)

Customer Relations (CR):

- CR:037 – Determine customer acquisition and retention strategy
- CR:036 – Develop social media strategy for customer service

Communication Skills (CO):

- CO:198 – Develop communications plan

Strategic Management (SM):

- SM:040 – Describe the strategic planning process in an organization

Operations (OP):

- OP:327 – Discuss the nature of business analysis
- OP:330 – Plan the requirements for data analysis

Knowledge Management (KM):

KM:017 – Identify ways to use crowdsourcing in business

Marketing-Information Management (IM):

IM:281 – Describe options businesses use to obtain marketing research data (i.e., primary and secondary research)

Market Planning (MP):

MP:031 – Develop customer profile

Product/Service Management (PM):

PM:024 – Identify the impact of product life cycles on marketing decisions (SP)

Pricing (PI):

PI:002 – Explain factors affecting pricing decisions

Promotion (PR):

PR:003 – Identify the elements of the promotional mix

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<p>Educational Technology</p>	<p>3.a: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>5.b: Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.</p> <p>6.a: Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p>
<p>English Language Arts</p>	<p>W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>

	<p>W.9-10.2: 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.</p> <p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
Financial Education	<p>10.SS.7: Demonstrate how to use comparison shopping skills to buy or finance a major purchase.</p> <p>10.FD.5: Evaluate whether financial information is objective, accurate, and current.</p>
Mathematics	<p>HSS-ID.A.1: Represent data with plots on the real number line (dot plots, histograms, and box plots)</p> <p>HSS-ID.A.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets</p> <p>HSS-ID.A.3: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers)</p> <p>HSS-ID.B.6: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related</p> <p>HSS-ID.C.7: Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data</p> <p>HSS-ID.C.8: Compute (using technology) and interpret the correlation coefficient of a linear fit</p> <p>HSS-ID.C.9: Distinguish between correlation and causation</p>

Unit Information

Unit 3: Part1: Personal Saving and Borrowing	Total Learning Hours for Unit: 6
<p>Unit Summary: <i>(Briefly describe the intention of this unit.)</i></p> <p>This unit introduces students to fundamental concepts of personal financial management, focusing on saving strategies and responsible borrowing practices. Students explore the reasons why individuals save money, examining various savings vehicles offered by financial institutions and the role of PESTEL factors in influencing saving behavior. The unit emphasizes the importance of developing personal savings plans aligned with financial goals while understanding potential barriers to saving, including psychological factors and economic conditions. Students also investigate the complex world of consumer credit and debt, learning how borrowing creates financial obligations that must be managed responsibly. The unit covers the credit system infrastructure, including the role of lenders, credit reporting agencies, and consumer protection laws. Students develop skills in evaluating their creditworthiness, understanding credit reports and scores, and implementing strategies to manage existing debt effectively. Throughout the unit, students apply these personal finance concepts to their own lives, building foundational knowledge that will support sound financial decision-making in their future.</p> <p>By the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> Analyze personal saving motivations and strategies by identifying reasons consumers save (future purchases, emergencies, retirement), explaining how saving creates assets and generates interest income, and evaluating various savings incentive programs including automated savings plans, retirement savings plans, and health savings accounts Evaluate the impact of PESTEL factors on saving behavior by analyzing how economic factors (income stability, cost of living, inflation), political factors (tax policies and incentives), and legal factors (financial institution regulations) influence individuals' ability and incentive to save 	

3. **Develop comprehensive personal savings plans** by determining appropriate savings amounts based on personal and financial goals, selecting suitable savings vehicles (savings accounts, money market accounts, certificates of deposit) by comparing interest rates, fees, minimum deposits, risk, location, convenience, and reputation, and identifying strategies to overcome psychological and financial barriers to saving
4. **Explain the borrowing ecosystem and consumer credit system** by describing reasons consumers borrow money, analyzing how borrowing creates debt and financial obligations, identifying various lending sources (banks, credit unions, credit card companies, alternative financial services), and explaining consumer protection laws that govern lending practices and debt collection
5. **Assess creditworthiness and manage credit effectively** by explaining how lenders evaluate borrower risk through income, savings, existing debt, and credit history; interpreting credit reports and credit scores; understanding the factors that influence credit scores; and implementing strategies to build and maintain strong credit including paying bills on time, paying off debt, and minimizing credit card use
6. **Develop debt management strategies** by analyzing how debt levels and interest rates impact financial health, evaluating the consequences of high debt levels and difficulty repaying loans, applying strategies to manage debt impact including maintaining high credit scores and seeking better loan terms, comparing down payment benefits for major purchases, and understanding options for addressing unmanageable debt including debt management assistance and bankruptcy

Components and Assessments

Performance Assessments: *(Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)*

Formative Assessments:

- Savings vehicle comparison chart analyzing features, benefits, and trade-offs of different account types
- PESTEL factor analysis examining how current economic and political conditions affect personal saving
- Personal barriers to saving reflection and strategy development
- Credit report simulation and analysis activity
- Credit score factor identification and improvement plan
- Loan comparison exercise evaluating interest rates and terms from multiple lenders
- Debt repayment strategy calculation (snowball vs. avalanche methods)
- Case study analysis of borrowing decisions (good debt vs. bad debt)

Summative Assessment Option 1: Personal Financial Plan Project – Students will develop a comprehensive personal financial plan that demonstrates understanding of saving and borrowing concepts. The project includes:

- Personal financial goals identification (short-term and long-term)
- Savings plan with specific vehicles selected based on goals, timeframe, and personal circumstances
- Analysis of barriers to saving and strategies to overcome them
- Credit-building strategy including specific actions and timeline
- Mock credit report interpretation with identified areas for improvement
- Hypothetical major purchase plan (car or education) including:
 - Loan comparison from multiple sources
 - Down payment calculation and savings timeline
 - Total cost analysis including interest
 - Repayment plan
- Reflection on how PESTEL factors might impact the plan
- Presentation of key findings and strategies

Leadership Alignment: *(Leadership alignment must be developed at the local level.)*

21st Century Skill: 8.A.1 Set goals with tangible and intangible success criteria

Students will work independently and manage goals and time by creating a comprehensive personal financial plan, including savings strategies, credit-building actions, and debt management timelines.

Industry Standards and/or Competencies

<p>Name of standards: (Name of industry standards). MBA Research & Curriculum Center</p>	<p>Website: (Site where standards can be found.) https://www.mbaresearch.org/local-educators/teaching-resources/standards/</p>
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(Standards and competencies students will show mastery of by unit. **Example:** 1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety)

- Financial Analysis (FI):**
- FI:113 – Explain cash control procedures (e.g., signature cards, deposit slips, internal/external controls, cash clearing, etc.)
 - FI:310 – Maintain petty-cash fund
 - FI:660 – Explain the nature of managerial accounting
- Operations (OP):**
- OP:447 – Identify the factors that contribute to operational risk
- Risk Management (RM):**
- RM:041 – Explain the role of ethics in risk management
 - RM:042 – Describe the use of technology in risk management
 - RM:043 – Discuss legal considerations affecting risk management
 - RM:093 – Identify departmental business risks

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<p><u>Educational Technology</u></p>	<p>1.a: Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p> <p>3.b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.</p>
<p><u>English Language Arts</u></p>	<p>RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
<p><u>Financial Education</u></p>	<p>9.EI.7: Differentiate between a progressive and regressive tax.</p> <p>9.EI.8: Illustrate the relationship between income level and income tax liability.</p> <p>10.EI.6: Differentiate between gross, net, and taxable income.</p> <p>10.RM.2: Give examples of insurance for the types of risks that young adults might face.</p> <p>10.SS.8: Research the cost of expenses associated with postsecondary education and the financial impact of dual-credit or technical training opportunities in high school.</p>

	<p>9.CD.1: Identify various types of student loans (public and private) as a means of paying for postsecondary education.</p> <p>9.CD.2: Identify alternatives to loans as a means of paying for postsecondary education.</p> <p>10.I.1: Define the time value of money and explain how money invested regularly over time may grow exponentially.</p> <p>9.I.2: Compare the impact of delaying investment for retirement to beginning investing early.</p>
Mathematics	<p>HSF-LE.A.1: Distinguish between situations that can be modeled with linear functions and with exponential functions</p> <p>HSF-LE.A.2: Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table)</p> <p>HSF-LE.A.3: Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function</p> <p>HSF-LE.A.4: For exponential models, express as a logarithm the solution to $ab^{(ct)} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology</p> <p>HSF-LE.B.5: Interpret the parameters in a linear or exponential function in terms of a context</p>

Unit Information

Unit 3: Part2: Business Finance and Accounting

Total Learning Hours for Unit: 35

Unit Summary: *(Briefly describe the intention of this unit.)*

This unit provides students with essential knowledge of business financial management and accounting principles, bridging personal finance concepts to business applications. Students explore how businesses track financial transactions and prepare financial statements to monitor performance, guide decision-making, and meet regulatory requirements. The unit examines the roles of accounting and finance departments in collecting, analyzing, and reporting financial data to internal and external stakeholders. Students learn to distinguish between various types of business expenses, including startup costs, operating expenses, and the differences between fixed and variable costs. A significant focus is placed on understanding how businesses obtain financial capital through loans and equity financing, analyzing the benefits and risks to both businesses and investors. The unit develops students' ability to read, interpret, and create the three core financial statements: income statements, balance sheets, and cash flow statements. Students analyze these statements to evaluate business financial health, profitability, and sustainability. The unit concludes with an examination of ethical considerations in financial management and reporting, emphasizing the importance of transparency, honesty, and integrity in accounting practices. Throughout the unit, students apply financial literacy skills to business contexts, preparing them for potential entrepreneurship or careers in business management.

By the end of this unit, students will be able to:

1. **Explain the role of accounting and financial management in businesses** by describing how businesses and consumers engage in financial transactions that affect assets, liabilities, and equity/net worth; distinguishing between the roles of accounting departments (recording transactions and preparing statements) and finance departments (analyzing data and recommending strategies); and comparing managerial accounting (internal stakeholder focus) with financial accounting (external stakeholder focus including shareholders, investors, and lenders)
2. **Analyze business expenses and cost structures** by differentiating between startup costs (one-time expenditures and initial expenses) and operating expenses (ongoing costs); classifying expenses as direct costs (tied to production/delivery) or indirect costs/operating expenses (running the business); distinguishing between fixed expenses (constant regardless of production) and variable expenses (increasing with production); and understanding specific expense categories including cost of goods sold (COGS), cost of sales, and insurance considerations
3. **Evaluate financial capital needs and sources for businesses** by explaining why businesses seek external financial capital (funding startup costs, operations, product development, asset replacement, sales growth, cash flow management); distinguishing between business loans (debt financing with interest) and equity financing (ownership shares with profit distribution); comparing funding sources for new businesses (personal savings,

bootstrapping, personal loans, friends and family, equity financing) versus established businesses (business bank loans, bonds, stock issuance); and analyzing the trade-offs between maintaining control and accessing capital

4. **Assess the benefits and risks of providing financial capital to businesses** by explaining how lenders and investors obtain financial assets (loans/bonds or stock shares) that can be resold in secondary markets; analyzing income sources for lenders (interest payments) and investors (dividends and capital gains); calculating annual rate of return on investments; evaluating financial risks including loan default, decreased dividends, declining stock value, and business failure; and understanding how risk tolerance affects investment decisions and expected rates of return
5. **Develop and evaluate business funding proposals** by creating business plans and pitch presentations that include value propositions, market research, marketing strategies, and financial projections to justify funding requests, rates of return, and risk levels; analyzing how established businesses use financial reports and projections to demonstrate economic valuation and capacity to repay; and assessing funding requests based on product-market fit, financial projections, leadership qualifications, and mission alignment
6. **Construct and interpret income statements** by identifying and organizing the components of income statements (revenue, COGS, operating expenses, interest, taxes, and net profit); calculating key metrics including gross profit, operating profit, pretax income, and net profit (bottom line); evaluating business financial performance using profit margins (gross profit margin, operating profit margin, net profit margin); applying percentage change equations to analyze trends in income, costs, and profitability; and developing projected income statements and budgets for planning purposes
7. **Construct and interpret balance sheets** by applying the fundamental accounting equation ($\text{Assets} = \text{Liabilities} + \text{Owners' Equity}$); categorizing assets by liquidity (current assets, long-term assets, intangible assets); organizing liabilities by payment timeline (current liabilities, long-term liabilities); calculating owners' equity as the difference between assets and liabilities; analyzing balance sheets to determine net worth, working capital adequacy, and debt levels; and understanding when businesses may face shutdown or bankruptcy due to insufficient current assets
8. **Construct and interpret cash flow statements** by identifying cash inflows (customer payments, investment income, sale of assets, financial capital infusions) and cash outflows (payments to employees and suppliers, interest and debt repayment, asset purchases, taxes, dividends); analyzing how cash flow impacts a business's ability to meet financial obligations; and distinguishing between positive net income and negative cash flow situations that may require additional funding, faster accounts receivable collection, or better supplier terms
9. **Evaluate ethical practices in financial management and reporting** by identifying unethical practices in finance including misuse of funds, tax evasion, embezzlement, bribery, lack of transparency, and fraud (falsifying financial information); explaining how access to large sums of cash creates incentives for unethical behavior; understanding legal requirements including annual audits by independent accounting firms and financial market regulations; recognizing professional ethics codes for accountants and financial managers emphasizing honesty, integrity, transparency, objectivity, and confidentiality; and analyzing how businesses implement internal mechanisms (codes of conduct, audit requirements, cash-handling processes) to prevent unethical behavior

Components and Assessments

Performance Assessments: *(Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)*

Formative Assessments:

- Expense classification activity sorting costs into appropriate categories (startup vs. operating, direct vs. indirect, fixed vs. variable)
- Comparison chart of business loan sources with terms, requirements, and appropriate use cases
- Risk-return analysis evaluating investment opportunities with different risk profiles
- Financial statement component identification exercises
- Income statement construction from provided transaction data
- Profit margin calculation and interpretation problems
- Balance sheet creation and fundamental accounting equation application
- Working capital analysis for business scenarios

- Cash flow statement development and analysis
- Ethical dilemma case studies in financial management with stakeholder impact analysis
- Budget creation for a hypothetical or student business

Summative Assessment: Business Financial Analysis Project – Students will conduct a comprehensive financial analysis of an existing public company or create complete financial statements for a business concept:

For existing company analysis:

- Obtain real financial statements (income statement, balance sheet, cash flow statement) from a publicly-traded company
- Analyze financial health by calculating and interpreting key metrics:
 - Profit margins (gross, operating, net)
 - Working capital and liquidity
 - Debt levels and financial leverage
 - Cash flow patterns
- Evaluate trends over multiple periods using percentage change calculations
- Research and analyze how PESTEL factors affect the company's financial performance
- Assess the company as an investment opportunity considering risk and potential return
- Create executive summary with investment recommendation

For business concept:

- Develop a complete set of financial projections including:
 - Detailed startup cost breakdown
 - First-year monthly income statement projections
 - Opening balance sheet and year-end projected balance sheet
 - Cash flow projections
- Justify all assumptions and estimates using market research
- Calculate break-even point and timeline to profitability
- Identify financial capital needs and potential sources
- Create investor pitch presentation

Both options include:

- Written financial analysis report using appropriate terminology
- Visual data representations (charts, graphs)
- Presentation to stakeholders (classmates, teachers, or community business professionals)
- Reflection on ethical considerations in financial reporting

Leadership Alignment: *(Leadership alignment must be developed at the local level.)*

21st Century Skill: 4.A.2 Evaluate information critically and competently

Students will access and evaluate information by interpreting and analyzing financial statements from real companies or business concepts to assess financial health and investment potential.

Industry Standards and/or Competencies

Name of standards: *(Name of industry standards).*

MBA Research & Curriculum Center

Website: *(Site where standards can be found.)*

<https://www.mbaresearch.org/local-educators/teaching-resources/standards/>

(Standards and competencies students will show mastery of by unit. Example: 1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety)

Financial Analysis (FI):

- FI:660 - Explain the nature of managerial accounting
- FI:658 - Describe types of costs used in managerial accounting (e.g., direct cost, indirect cost, sunk cost, differential cost, etc.)
- FI:659 - Describe marginal analysis techniques and applications
- FI:661 - Discuss the use of variance analysis in managerial accounting
- FI:541 - Interpret cash-flow statements
- FI:542 - Monitor business's profitability
- FI:343 - Explain the purpose of internal accounting controls
- FI:371 - Assess accounting risks
- FI:777 - Assess fraud risk

Emotional Intelligence (EI):

- EI:079 - Explain the nature of managerial ethics
- EI:078 - Use ethics in staff supervision

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<u>Educational Technology</u>	<p>5.a: Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.</p> <p>6.c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p>
<u>English Language Arts</u>	<p>RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<u>Financial Education</u>	<p>10.I.6: Give examples of how economic conditions and business factors affect the market value of a stock.</p>
<u>Mathematics</u>	<p>HSA-SSE.A.1: Interpret expressions that represent a quantity in terms of its context</p> <p>HSA-SSE.A.2: Use the structure of an expression to identify ways to rewrite it</p> <p>HSA-REI.C.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables</p> <p>HSA-REI.D.10: Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line)</p>

Unit Information

Unit 4: Management and Strategy	Total Learning Hours for Unit: 20
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Unit Summary: *(Briefly describe the intention of this unit.)*
 This unit introduces students to the essential principles of management, leadership, and strategic decision-making in business organizations. Students explore how management functions as a process of planning, organizing, leading, and evaluating the employment of human, financial, and physical resources to meet organizational goals and objectives. The unit examines effective leadership and communication skills that enable managers to collaborate

with diverse stakeholders, build productive teams, negotiate conflicts, and motivate employees. Students investigate why businesses need employees with varied core competencies and how organizations compensate, motivate, and retain high-quality talent through wages, benefits, incentives, and workplace culture. A significant focus is placed on performance measurement through Key Performance Indicators (KPIs), teaching students how businesses monitor financial health, marketing and sales progress, and operational efficiency while benchmarking performance against industry standards. The unit develops students' strategic thinking abilities by examining how businesses develop and use strategy to achieve goals, applying deliberative decision-making processes that consider both quantifiable costs and intangible benefits. Students learn to apply two critical strategic frameworks—Porter's Five Forces and SWOT analysis—to evaluate competitive environments and assess business viability. Porter's Five Forces helps students analyze competitive intensity, attractiveness, and potential profitability by examining competitive rivalry, threat of new entrants, threat of substitutes, customer power, and supplier power. SWOT analysis enables students to evaluate internal capabilities (strengths and weaknesses) and external factors (opportunities and threats) that influence a business's ability to accomplish goals and remain competitive. Throughout the unit, students develop analytical and strategic thinking skills applicable to business management, entrepreneurship, and personal career planning.

By the end of this unit, students will be able to:

1. **Analyze the function and scope of management** by explaining how management involves planning, organizing, leading, and evaluating the employment of human, financial, and physical resources; describing how management includes decisions, actions, and leadership at all organizational levels from executive leaders to supervisors; and understanding how managers coordinate departmental activities to align employee work with the business's vision and mission
2. **Demonstrate effective leadership and business communication skills** by identifying why leadership and communication skills are valued in business (enabling collaboration with diverse stakeholders); explaining key leadership skills including articulating vision and mission, building productive teams, negotiating conflicts, and motivating people; recognizing how motivated employees are more productive, more likely to stay, and more likely to build strong relationships with customers and teams; and applying key communication skills including expressing ideas clearly, communicating persuasively, listening empathetically, and correctly interpreting and responding to feedback
3. **Evaluate human resource strategies for hiring, developing, and retaining employees** by explaining why businesses hire employees to perform day-to-day work (producing products, marketing, sales, managing finances); understanding why businesses need employees with varied core competencies, experiences, and backgrounds to handle different tasks (though some may be outsourced); analyzing how hiring and developing skilled employees is essential to business viability because inadequately trained employees may create flawed products or poor service; identifying employee training options including postsecondary education, apprentice programs, on-the-job training, and continuing education; and evaluating compensation and motivation strategies including different employment types (full-time, part-time, temporary, contract), compensation schemes (hourly wage, annual salary, commission, piece rate, profit sharing), benefits (health insurance, retirement plans, paid time off), and incentives (raises, promotions, bonuses, autonomy, flexible work arrangements, recognition, positive workplace culture)
4. **Develop and interpret Key Performance Indicators (KPIs) to evaluate business performance** by defining KPIs as data points used to measure performance, including progress toward short- and long-term goals and strategy effectiveness; understanding how managers select KPIs related to mission, goals, profitability, and competitive viability that vary based on business characteristics and industry; monitoring financial health using KPIs such as revenue, gross profit, gross profit margin, operating profit, operating profit margin, COGS, operating expenses, and cash flow; measuring marketing and sales progress using KPIs such as customer acquisition cost, customer lifetime value, customer satisfaction ratings, customer retention data, total sales, and market share; tracking operations goals using KPIs such as per-unit cost, delivery cost, order accuracy, and percentage of on-time deliveries; and applying benchmarks (reference points based on internal historical data or external industry standards) to compare KPI data and assess performance
5. **Apply strategy development and deliberative decision-making processes** by defining strategy as a plan or approach to achieving a goal that describes how a business will achieve goals such as competitive advantage, mission fulfillment, increasing revenues, reducing costs, or increasing profits; understanding that businesses pursue different strategies based on unique capabilities, competitive landscape, and industry; recognizing how businesses identify, gather, and track data (about financial performance, customers, competitors, market trends) to define, evaluate, and modify strategy; explaining how defining clear strategy facilitates resource mobilization and alignment to meet goals; understanding that strategy

guides decision-making and tactic development; applying deliberative processes to make major business decisions by defining the problem, developing alternatives (options), establishing decision-making criteria, and evaluating alternatives (which may be referred to as the PACED model); analyzing decision-making criteria including quantifiable costs and benefits (impact on production costs, total sales, profits) and intangible costs and benefits (impact on reputation, mission, core values); evaluating financial considerations including return on investment (ROI), market considerations, operational considerations (supply chain risk), and organizational considerations (employee impact); using strategic frameworks to evaluate alternatives systematically against long-term goals and strategy; and recognizing that managers sometimes must prioritize conflicting criteria with limited or imperfect data, resulting in imperfect decision-making

6. **Apply Porter's Five Forces framework to evaluate competitive environments** by describing how Porter's Five Forces evaluates competitive intensity, attractiveness, and potential profitability, which businesses may use when deciding which markets to enter or which pricing strategies to adopt; identifying the five forces as existing competitive rivalry, threat of new entrants, threat of substitute products, customer power, and supplier power, each describing how power held by participant groups may threaten a business's ability to compete successfully; evaluating competitive rivalry by identifying the number of direct competitors and degree of product differentiation (understanding it as typically the strongest determinant of competition); assessing threat of new entrants by evaluating barriers to entry and how easily new businesses can enter and capture market share; analyzing threat of substitute products by determining availability of alternative goods and services that meet customer needs (particularly if less expensive, easier to access, or higher quality); examining customer power by assessing the number of customers, customer acquisition costs, and customers' switching costs (monetary and psychological costs of changing products or brands); and evaluating supplier power by assessing the number of potential resource providers and the cost of switching resource providers, which affects suppliers' ability to raise input costs
7. **Apply SWOT analysis to assess business viability and strategic positioning** by defining SWOT analysis as a framework to evaluate internal and external factors influencing a business's ability to accomplish goals and remain competitive; identifying the four factors as strengths (internal advantages such as core competencies, brand recognition, intellectual property, product quality, ample funds, skilled employees, supply chain efficiency), weaknesses (internal disadvantages such as missing core competencies, low brand recognition, product flaws, limited funds, inability to staff skilled employees, poor customer service, outdated technology, supply chain risks), opportunities (external factors beyond the business's control that may contribute to success, such as market growth, reduced competition, technology advancements, favorable government regulation), and threats (external factors that may negatively impact the business, such as rising input costs, natural disasters, unfavorable government regulation, disruptive innovation); evaluating internal capabilities (financial, physical, human resources, intangible assets) in relation to rivals, industry benchmarks, past performance, and external factors; analyzing external factors including potential market size, customer preferences, PESTEL factors, and Porter's Five Forces; and using SWOT analysis results to make strategic decisions about building on strengths, addressing weaknesses, capitalizing on opportunities, and responding to threats

Components and Assessments

Performance Assessments: *(Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)*

Formative Assessments:

Management and Leadership (4.1):

- Management functions identification exercise matching planning, organizing, leading, and evaluating activities to business scenarios
- Leadership skills self-assessment with reflection on personal strengths and development areas
- Communication skills role-play activities (expressing ideas clearly, persuasive communication, empathetic listening, feedback interpretation)
- Employee compensation and benefits comparison chart analyzing different schemes and their motivational impact
- Case study analysis of employee motivation strategies and their effectiveness

KPIs (4.2):

- KPI selection activity matching appropriate metrics to different business types and goals
- Financial KPI calculation problems (profit margins, etc.)

- Marketing and sales KPI interpretation exercises
- Operations KPI analysis for efficiency improvements
- Benchmark comparison activity using industry data

Strategy and Decision Making (4.3):

- Strategy statement development for a business scenario
- PACED model application to a business decision
- ROI calculation exercises
- Decision-making criteria matrix development weighing quantifiable and intangible factors
- Cost-benefit analysis comparing multiple strategic options

Porter's Five Forces (4.4):

- Five Forces identification activity for various industries
- Competitive rivalry analysis for a specific market
- Barriers to entry assessment for different business types
- Customer power and supplier power evaluation exercises
- Industry attractiveness comparison using Five Forces framework

SWOT Analysis (4.4):

- Personal SWOT analysis for career planning
- Business SWOT analysis for a local or well-known company
- Strength and weakness identification relative to competitors
- Opportunity and threat identification from external environment analysis
- Strategic recommendation development based on SWOT findings

Summative Assessment: Comprehensive Business Strategy Analysis Project – Students will conduct a complete strategic analysis of an existing business or business concept:

Phase 1: Management and Leadership Analysis

- Describe the organizational structure and management approach
- Identify key leadership challenges facing the business
- Analyze employee compensation, benefits, and motivation strategies
- Recommend improvements to management or leadership practices

Phase 2: Performance Measurement

- Identify 8-10 KPIs across financial, marketing/sales, and operations categories appropriate for the business
- Collect or estimate current KPI data
- Identify relevant benchmarks (industry standards or competitors)
- Analyze performance relative to benchmarks
- Recommend areas for improvement based on KPI analysis

Phase 3: Strategic Analysis

- Identify the business's current strategy (goals, approach to competitive advantage)
- Apply Porter's Five Forces to evaluate the competitive environment:
 - Analyze each of the five forces
 - Assess overall industry attractiveness and competitive intensity
 - Identify the most significant competitive threats
- Conduct comprehensive SWOT analysis:
 - Identify strengths and weaknesses (internal capabilities)

- Identify opportunities and threats (external factors)
- Integrate PESTEL factors and Porter's Five Forces into external analysis

Phase 4: Strategic Recommendations

- Apply deliberative decision-making process to a strategic challenge facing the business
- Develop 2-3 alternative strategic approaches
- Establish decision-making criteria (quantifiable and intangible)
- Evaluate alternatives using strategic frameworks
- Recommend a course of action with justification
- Discuss implementation considerations

Deliverables:

- Written strategic analysis report (15-20 pages) with executive summary
- Visual presentation of key findings (PowerPoint/Google Slides)
- KPI dashboard (spreadsheet or visual format)
- Strategic frameworks visual representations (Five Forces diagram, SWOT matrix)
- Oral presentation to stakeholders (classmates, teachers, or business professionals)

Leadership Alignment: *(Leadership alignment must be developed at the local level.)*

21st Century Skill: 3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams

Students will collaborate with others by working in teams to conduct a SWOT analysis and apply Porter's Five Forces to evaluate a business's strategic position, then present recommendations for improvement.

Industry Standards and/or Competencies

Name of standards: *(Name of industry standards).*
MBA Research & Curriculum Center

Website: *(Site where standards can be found.)*

<https://www.mbaresearch.org/local-educators/teaching-resources/standards/>

(Standards and competencies students will show mastery of by unit. Example: 1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety)

Strategic Management (SM):

- SM:063 - Discuss the nature of managerial planning
- SM:065 - Describe managerial considerations in staffing
- SM:066 - Discuss managerial considerations in directing
- SM:004 - Describe the nature of managerial control (control process, types of control, what is controlled)
- SM:028 - Describe factors that influence management
- SM:030 - Explain management theories and their applications
- SM:041- Identify and set benchmarks for key performance indicators
- SM:042 - Develop strategies for achieving company vision
- SM:092 - Set departmental policies
- SM:093 - Show the effect of departmental strategy on departmental goals/objectives
- SM:094 - Describe relationship among innovation, learning, and change

Human Resources Management (HR):

- HR:490 - Describe the nature of human-resources planning
- HR:491 - Explain approaches to the identification of human resources in foreign markets
- HR:492 - Determine causes of staff turnover
- HR:512 - Manage employee turnover

- HR:514 - Mentor an employee
- HR:515 - Discuss issues associated with workplace diversity (e.g., ethnic, generational, religious, gender)

Operations (OP):

- OP:447 - Identify the factors that contribute to operational risk (e.g., insufficient training, lack of supervision, inadequate security, poor system design, poor HR policies)
- OP:448 - Discuss the nature of operational risk management
- OP:469 - Assess legal risks
- OP:470 - Evaluate speculative business risks
- OP:471 - Assess business's potential to expand into new markets

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<p><u>Educational Technology</u></p>	<p>1.b: Students build networks and customize their learning environments in ways that support the learning process.</p> <p>4.b: Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p> <p>5.c: Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.</p>
<p><u>English Language Arts</u></p>	<p>W.9-10.5: 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.</p> <p>RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><u>Financial Education</u></p>	<p>10.EI.1: Identify how non-income factors such as child-care options, cost of living, and work conditions can influence job choice.</p> <p>10.EI.4: Give examples of employee benefits and explain why they are forms of compensation.</p>
<p><u>Mathematics</u></p>	<p>HSF-IF.A.2: Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context</p> <p>HSF-IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship</p> <p>HSF-IF.B.5: Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes</p> <p>HSF-IF.B.6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph</p> <p>HSF-BF.A.1: Write a function that describes a relationship between two quantities</p>

Unit Information

Unit Summary: *(Briefly describe the intention of this unit.)*

This unit provides students with essential personal financial literacy skills to support informed decision-making about taxes, budgeting, risk management, and long-term financial planning. Students begin by exploring the tax system, learning about various types of taxes individuals pay (income, capital gains, payroll, property, sales) and how the progressive federal income tax structure, deductions, and credits affect tax liability. The unit develops students' understanding of gross income, mandatory and voluntary deductions, and net income (take-home pay), enabling them to accurately interpret pay stubs and plan budgets based on actual available income. Students learn to identify and manage personal financial and physical risks through insurance, examining how insurable risks (personal, property, and liability risks) can be protected against through various insurance types including health, auto, homeowner's/renter's, and life insurance. The unit teaches students to evaluate insurance needs based on legal requirements, risk tolerance, and number of dependents while understanding how risky behavior affects premiums and recognizing insurance fraud. A significant portion of the unit focuses on long-term financial planning for major life goals including postsecondary education, housing, and retirement. Students explore how financial planning supports the ability to achieve these goals through careful decision-making about education financing (savings, student loans, scholarships, grants, work-study), housing decisions (renting vs. buying, mortgages, down payments), and retirement planning (Social Security, employer-sponsored plans, personal investments, continued earnings). The unit concludes with comprehensive coverage of saving and investing strategies, examining how individuals choose among financial assets (savings accounts, CDs, stocks, bonds, mutual funds) based on time horizon, risk tolerance, and expected rate of return. Students learn about factors affecting investment returns including risk/return tradeoffs, fees, taxes, inflation, and behavioral biases, and they explore diversification strategies to balance risk and return. Throughout the unit, students apply financial literacy concepts to develop personalized plans aligned with their own goals, values, and circumstances, preparing them for financial independence and long-term financial well-being.

By the end of this unit, students will be able to:

1. **Analyze the tax system and calculate tax liability** by identifying types of taxes individuals pay including income taxes (federal, state, local), capital gains taxes, specific payroll taxes (Social Security, Medicare, Medicaid, unemployment benefits), property taxes, and sales taxes; explaining how income taxes are calculated as a percentage of income, with employees having taxes withheld from paychecks and filing annual tax returns to pay remaining amounts or receive refunds while self-employed individuals submit taxes themselves; understanding that capital gains taxes are paid on capital gains at a different (typically lower) rate than income tax; recognizing that certain payroll taxes fund government insurance programs with employers paying half and self-employed individuals paying the full amount; knowing that property taxes are based on property value and paid annually, semi-annually, or monthly; understanding that sales taxes are based on sales price and collected by businesses; explaining why tax amounts vary based on income level, deductions, and credits; understanding that the U.S. federal income tax is progressive, meaning higher earners pay higher tax rates; identifying tax deductions (such as mortgage interest, retirement account contributions, charitable donations, state and local taxes, medical expenses) that reduce taxable income; and recognizing tax credits (such as child tax credit, dependent care credit, education credit) that directly reduce taxes owed
2. **Interpret pay stubs and calculate net income** by identifying components of pay stubs including gross income (pay), mandatory and voluntary deductions, and net income (pay); understanding that gross income is determined by annual salary divided into pay periods, hours worked during a pay period, contracted amount, or another compensation scheme; recognizing that mandatory deductions include income taxes and specific payroll taxes; identifying voluntary deductions such as employer-sponsored benefits (health insurance, health and/or dependent care savings plans, retirement savings, union dues); understanding that some deductions are pretax deductions (reducing taxable income and providing a savings incentive); and calculating net income as the amount received after all deductions, recognizing it may differ significantly from gross income
3. **Evaluate personal risks and insurance needs** by identifying types of insurable risks individuals face including personal risk (health and well-being, such as injury from accidents or illness), property risk (property loss, such as damage to home or car), and liability risk (another entity's property or personal health, such as damage caused by reckless driving); understanding that insurable risks involve potential loss due to chance and must be quantifiable and statistically predictable; describing types of insurance individuals use including health insurance (reimbursing medically necessary and sometimes preventive care, often provided as employee benefit), auto insurance (reimbursing financial losses to personal property and cost of

legal liability for damage caused to others), homeowner's and renter's insurance (reimbursing property losses and legal liability), and life insurance (providing funds to beneficiaries upon death to replace lost income, pay expenses, and/or fund dependents' future needs); recognizing that extended warranties and service contracts can serve as insurance; understanding that insurance buyers pay premiums for coverage and can file claims for reimbursement; determining appropriate insurance coverage based on legal requirements (which vary between states and nations), risk tolerance (with low risk tolerance leading to more comprehensive coverage with higher premiums, and high risk tolerance leading to less comprehensive coverage with higher deductibles), and number of dependents; understanding that individuals can reduce premiums through risky behavior reduction (maintaining good driving record, not smoking); and recognizing that misrepresentation and falsified claims constitute insurance fraud, which is a crime

4. **Develop financial plans for long-term goals including education, housing, and retirement** by identifying common long-term financial goals (paying for postsecondary education, buying a home, saving for retirement); understanding that postsecondary education decisions depend on career goals and available funding, with education typically financed through savings, student loans, scholarships, grants, and work-study programs; recognizing that federal student loans have lower interest rates and more favorable repayment terms than private loans and may be government subsidized; explaining that housing decisions depend on individual preferences and available funding, with home purchases typically financed through a combination of savings (down payment) and borrowing (mortgage loan); understanding that monthly mortgage payments vary based on loan size, repayment period, and interest rate (which may be fixed or adjustable); recognizing that retirement decisions depend on individual preferences, personal health and well-being, and available funding, with retirement income typically coming from Social Security, employer-sponsored retirement plans, personal investments, and continued earnings; understanding that families with combined finances can reduce financial strife by discussing and sharing long-term financial goals; and recognizing that some financial technology (such as automated savings plans or payroll deduction for retirement accounts) can overcome barriers that make saving difficult
5. **Analyze factors affecting return on investment and develop diversified investment strategies** by understanding that individuals saving toward long-term goals may hold funds in various financial assets including savings vehicles (savings accounts, CDs), individual stocks and bonds, and/or mutual funds that invest pooled money; recognizing that financial assets vary with regard to potential risk (losses) and expected returns, with some assets being low risk with guaranteed income or lower expected returns (government insured or guaranteed income) while others (such as individual stocks) are higher risk with potential for higher returns based on business success; explaining that individuals beginning saving/investing at a young age and holding assets for a long time can realize greater returns due to compounding; identifying costs associated with buying, selling, and holding financial assets including transaction fees, management fees, and fees for professional advice, which decrease return on investment (noting that investors cannot purchase stocks or bonds without a broker, so many choose discount brokerage firms with lower fees and less advice); understanding that taxes on investment returns (interest, dividends, capital gains) decrease return, with investors considering tax implications and rates when choosing assets; recognizing that inflation decreases real return by reducing purchasing power over time, with investors considering both nominal (unadjusted) and inflation-adjusted returns; identifying common behavioral biases (overconfidence, loss aversion) that may cause investors to make decisions adversely impacting returns; explaining that individuals must decide how to allocate funds among different financial assets based on funding requirements, amount they can save each pay period, investing time horizon, risk tolerance, and expected rate of return from each asset type; understanding that individuals with longer time horizons are more likely to invest in higher-risk, higher-return assets because they can wait for assets to regain value after downturns, while those with shorter time horizons are more likely to invest in safer assets to avoid needing to liquidate during downturns (which could result in losses or lower than expected returns); recognizing that individuals with low risk tolerance typically use safer financial assets (federally insured savings accounts and CDs) with lower returns, while those with higher risk tolerance are more likely to invest in stocks and mutual funds; understanding that individuals may seek advice from financial professionals, with advisors considering licensing, certifications, education, experience, and cost when selecting; recognizing that financial advisors often suggest diversification strategies (allocating funds to various assets with different risk and return levels) to seek higher long-term returns without taking on excessive risk; and understanding that individuals compare financial asset performance against benchmarks such as stock or bond indexes

Components and Assessments

Performance Assessments: *(Performance assessments are the summative or formative assessments used in the course. Specific projects, labs, quizzes, tests, and activities are appropriate items to show demonstration of competencies within this unit. Any certifications earned are also appropriate to place in this section.)*

Formative Assessments:

Taxes, Net Income, and Budgeting (5.1):

- Tax type identification and classification exercise
- Progressive tax system calculation problems comparing tax liability at different income levels
- Tax deduction and credit identification activity
- Pay stub interpretation exercise identifying all components
- Gross income to net income calculation problems
- Withholding and tax return simulation

Managing Personal Risk (5.2):

- Insurable risk identification and classification activity
- Insurance type matching to scenarios
- Premium and deductible comparison exercises
- Insurance needs assessment based on different life situations (single, married, with dependents)
- Risk tolerance self-assessment with insurance recommendations
- Insurance fraud case study analysis

Saving and Investing (5.3):

- Education financing option comparison (loans, scholarships, grants, work-study)
- Student loan repayment calculation exercises
- Housing decision analysis (rent vs. buy scenarios)
- Mortgage payment calculation problems
- Retirement income source identification
- Financial asset risk/return classification exercise
- Compound interest calculation demonstrating time value of money
- Investment fee impact analysis
- Behavioral bias identification in investment scenarios
- Diversification strategy development exercise

Summative Assessment: Comprehensive Personal Financial Plan – Students will create a detailed, personalized financial plan that demonstrates understanding of all unit concepts:

Part 1: Current Financial Situation Analysis

- Create mock pay stub showing gross income, all deductions, and net income for a realistic career choice
- Calculate annual tax liability including income taxes and payroll taxes
- Identify potential tax deductions and credits
- Develop monthly budget based on net income

Part 2: Risk Management Strategy

- Identify personal, property, and liability risks relevant to current or near-future life stage
- Determine insurance needs (health, auto, renter's/homeowner's, life)
- Research and compare insurance options with premiums, deductibles, and coverage
- Develop comprehensive insurance plan with cost analysis
- Justify selections based on risk tolerance and needs

Part 3: Long-Term Financial Goals and Planning

- Identify specific long-term goals (education, housing, retirement)
- **Education Planning:**
 - Research costs for postsecondary education goals
 - Develop financing plan using combination of savings, loans, scholarships, work-study
 - Calculate loan repayment scenarios
- **Housing Planning:**
 - Analyze rent vs. buy decision for specific market/situation
 - Calculate down payment requirements and timeline for saving
 - Calculate monthly mortgage payments for realistic home purchase
 - Analyze total cost of homeownership vs. renting over time
- **Retirement Planning:**
 - Estimate retirement income needs
 - Identify retirement income sources (Social Security, employer plans, personal investments)
 - Calculate required savings amounts and timeline

Part 4: Investment Strategy

- Identify appropriate financial assets for each goal based on time horizon
- Analyze risk/return tradeoffs for different asset types
- Develop diversification strategy
- Calculate expected returns accounting for fees, taxes, and inflation
- Address potential behavioral biases and strategies to avoid them
- Create timeline for achieving financial goals with milestones

Part 5: Financial Technology and Automation

- Identify financial technology tools to support goals (automated savings, apps, etc.)
- Develop system for tracking progress toward goals

Deliverables:

- Written financial plan (15–20 pages) organized by section
- Budget spreadsheet with income, expenses, and savings allocations
- Insurance comparison charts
- Investment portfolio allocation visual representation
- Timeline/milestone chart for achieving goals
- Presentation summarizing key decisions and strategies
- Reflection on how personal values, goals, and circumstances influenced financial decisions

Leadership Alignment: *(Leadership alignment must be developed at the local level.)*

21st Century Skill: 2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative way
 Students will solve problems by developing a diversified investment strategy and financial plan that addresses long-term goals, risk management, and budgeting challenges.

Industry Standards and/or Competencies

<p>Name of standards: <i>(Name of industry standards).</i> MBA Research & Curriculum Center</p>	<p>Website: <i>(Site where standards can be found.)</i> https://www.mbaresearch.org/local-educators/teaching-resources/standards/</p>
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(Standards and competencies students will show mastery of by unit. **Example:** 1. 101.01 Demonstration of safety protocols and procedures in relation to lab safety)

Financial Analysis (FI):

- FI:277 - Describe information that can be obtained from annual reports
- FI:604 - Track expenses
- FI:607 - Determine the impact of types of transactions on company finances

Operations (OP):

- OP:470 - Evaluate speculative business risks

Risk Management (RM):

- RM:067 - Assess enterprise risk
- RM:092 - Describe international considerations affecting risk management
- RM:093 - Identify departmental business risks
- RM:094 - Assess business risks
- RM:095 - Assess task risks

Strategic Management (SM):

- SM:058 - Interpret internal information for strategic planning (e.g., financial/accounting, marketing, operations, human resources, information technology, and individual employee data)

Information Management (NF):

- NF:197 - Prepare expense report tools

Aligned Washington State Learning Standards

In the academic alignment section, only the standards that are being taught and assessed should be included. This should be a selective list, not all inclusive, and cited standards should be specific to the unit of instruction.

<p><u>Educational Technology</u></p>	<p>1.c: Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p>2.d: Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p> <p>7.b: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</p>
<p><u>English Language Arts</u></p>	<p>SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>
<p><u>Financial Education</u></p>	<p>10.EI.5: Complete IRS form W-4 (Employee's Withholding Allowance Certificate) to determine the optimal amount to withhold for personal income tax.</p> <p>10.EI.7: Complete IRS Form 1040EZ, Form 1040, and applicable state income tax forms.</p> <p>10.RM.1: Identify circumstances in which self-insurance is appropriate.</p> <p>10.RM.3: Differentiate among the main types of auto insurance coverage.</p>

	<p>10.SS.1: Create a plan to manage spending and achieve financial goals.</p> <p>10.SS.9: Research the costs and benefits of a new versus used car (e.g., maintenance, safety, financing, and gas mileage) versus alternative forms of transportation.</p> <p>10.I.3: Compare strategies for investing as part of a comprehensive financial plan.</p> <p>10.I.5: Compare types of investments appropriate for different objectives such as liquidity, income, and growth.</p> <p>10.FD.1: Predict how individual responsibility for financial well-being will change over a lifetime with changing life circumstances.</p>
<p><u>Mathematics</u></p>	<p>HSS-IC.A.1: Understand statistics as a process for making inferences about population parameters based on a random sample from that population</p> <p>HSS-IC.B.3: Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each</p> <p>HSS-CP.A.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")</p> <p>HSS-MD.A.2: Calculate the expected value of a random variable; interpret it as the mean of the probability distribution</p> <p>HSS-MD.B.5: Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values</p> <p>HSS-MD.B.6: Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator)</p> <p>HSS-MD.B.7: Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game)</p>

CTE Application Assurances: Education Data System (EDS)

1. *Sequence of Courses*

District assures that students have access to a sequence of CTE courses, in a planned progression of learning experiences that leads to postsecondary education, apprenticeship, and workforce.

2. *Course Oversight*

- a. *District assures that the general advisory committee, meeting criteria of RCW 28A.150.500, has reviewed labor market data to determine the need for this/these course(s).*
- b. *District assures that CTE programs, including the course or courses reflected in this application is/are reviewed annually and the results are used for continuous program improvement and annual update of district four-year plan.*
 - *This includes the evaluation of whether this course or courses align with high demand occupation as defined in RCW 28A.700.020. In the event that it is determined a course no longer aligns with high demand occupations, the district understands the need to phase the course out.*
- c. *District assures that an appropriately certified CTE teacher will be instructing this/these course(s).*
 - *If a conditional certification is utilized, all requirements in WAC 181-77-014 will be met.*

3. *Course Content*

- a. *Industry Alignment: District assures alignment with current state and/or nationally recognized industry standards. In the absence of state or nationally recognized standards, program specific advisory committee is responsible for developing and integrating industry-based standards.*
- b. *Academic Alignment: District assures alignment with current and applicable Washington State Learning Standards.*
- c. *Leadership Alignment: District assures alignment with current and applicable Washington 21st Century Leadership skills, ensuring students practice and demonstrate identified leadership skills supporting increased employability. These skills include an appreciation for all aspects of diversity, respectful interaction with diverse cultures, and recognition and elimination of harassment, bias, and stereotyping.*
- d. *District assures course content reflected in framework identifies standards which are taught and assessed.*

4. *Course Outcomes*

- a. *District assures that students are given access to extended learning and leadership opportunities related to the CTE course or program which occur beyond the scheduled school day and school year.*
 - *Extended learning is managed and/or supervised by certified CTE teachers.*
 - *CTE instructors are provided the time and resources to connect student learning with work, home, and community.*
- b. *District assures students will be given opportunities to demonstrate occupationally specific skills and competencies of current state and national standards using a contextual, hands-on approach.*
- c. *District assures that all students, regardless of race, color, national origin, sex, or disability, have equal access and opportunities to succeed in CTE.*
- d. *District assures that all students have access to embedded work-based learning opportunities which support students with career development and planning.*
 - *If worksite learning opportunities are provided in this course, district assures compliance to all worksite learning requirements.*
 - *If off-campus industry-based instruction sites are required for this program, agreements and partnerships have been established with the number of sites needed to facilitate all students in the program participating in the industry-based instruction portion*











AP Business with Personal Finance - DIMC Application - 202511

Final Audit Report

2025-12-03


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 Agreement completed.

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