



**School District
of the City of St.
Charles**

Business Education Curriculum

Introduction to Business
Business Law
Business Management
Accounting I
Accounting II

Approved by the Board of Education
May 9, 2013



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Introduction to Business

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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment

- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity

- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices

- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

PHILOSOPHICAL FOUNDATIONS

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community from the network that supports learning

Introduction to Business

COURSE DESCRIPTION

This is a study of basic business as applied in everyday living. Some of the units studied are our economic system, operation of businesses, marketing functions, entrepreneurship, using banking services, money management, credit and installment buying, planning careers, letters of application, resumes and interviews.

SUBJECT AREA RATIONALE

The rationale for business and marketing instruction in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals. Students will become aware of the critical role that technology will play in their future and will learn practical applications that may be used in all walks of life.

PROGRAM GOALS

Students who exit the business, marketing, and/or internship career education programs will be prepared for initial and continued employment. They will be able to make educational and career decisions, informed consumer choices, and apply practical life skills. Students will be able to demonstrate mastery of essential outcomes through performance.

Students who exit the computer education career programs will use computer skills to solve problems that arise from everyday experiences. Students will be able to demonstrate, by performance, that they have mastered competencies as self-directed learners to meet the challenges of the future.

Introduction to Business Essential Outcomes

Strand 1: Business in the Global Environment

Topic 1 – Economic Decisions and Systems

Objective 1: Students will be able to compare/contrast economic decisions and systems

Objective 2: Students will be able to understand supply and demand

Topic 2 – Economic Activity

Objective 3: Students will be able to demonstrate an understanding of economic activity

Topic 3 – International Business

Objective 4: Students will explore business in the global economy

Strand 2: Business Organization and Management

Topic 4 – Business Organization

Objective 5: Students will be able to describe forms of business ownership

Objective 6: Students will be able to identify organizational structures of businesses

Topic 5 – Marketing

Objective 7: Students will be able to demonstrate an understanding of marketing concepts

Topic 6 – Business and Technology

Objective 8: Students will be able to utilize business applications of technology

Strand 3: Personal Financial Management

Topic 7 – Money Management and Financial Planning

Objective 9: Students will be able to plan for their financial future

| Business Education - SCOPE and SEQUENCE | | | | | |
|--|-----------------|----------------------------|--------------------------|------------------|-------------------|
| Competencies | Bus. Law | Business Management | Intro to Business | Accting I | Accting II |
| Assess technological, global, demographical, and economical impacts on careers | IR | IR | I | I | R |
| Analyze diversity in the workplace (gender, age, ethnic, social) | IR | IR | I | | |
| Compare business-related careers through exploration, experience, and research | IR | IR | I | I | R |
| Prepare job application and job separation documents | | IR | I | | |
| Investigate pre-employment screening processes (employment test, drug testing) | | IR | I | | |
| Describe characteristics of an acceptable work ethic (life-long learning, teamwork) | | IR | I | I | R |
| Compose business correspondence (clear, concise, complete, courteous, correct) | | IR | I | | |
| Format business documents appropriately (memo, letter, employment communications) | | IR | I | | |
| Edit business documents appropriately (content, organization, grammar, spelling, punctuation) | | IR | I | | |
| Use technology to enhance the effectiveness of communications | | IR | I | I | R |
| Follow written and oral instructions | IR | IR | I | | |
| Use active listening skills (paraphrasing, body language, eye contact) | IR | IR | I | | |
| Organize ideas and communicate oral messages appropriate to listeners and situations | M | IR | I | | |
| Recognize and use nonverbal communication | M | IR | I | | |
| Demonstrate appropriate multi-cultural sensitivity in oral, written, and nonverbal communication | M | IR | I | | |
| Analyze the legal and ethical ramifications of communication (libel, slander, fraud) | IR | | I | | |
| Work cooperatively with others (projects, decision-making, brainstorming sessions) | IR | IR | I | I | R |
| Explain the law of supply and demand | | IR | I | | |
| Explain economic scarcity and choice | | IR | I | | |
| Construct and interpret illustrations of economic data | | IR | I | | |
| Define factors of production | | IR | I | | |
| Evaluate the effects of government actions on the economy | IR | IR | I | | |
| Compare and contrast economic systems | | IR | I | | |
| Evaluate the effects of government actions on the economy | | IR | I | | |
| Evaluate the impact of employment and unemployment on the economy | | IR | I | | |
| Predict the impact of inflation and deflation | | IR | I | | |
| Evaluate the costs and benefits of credit | | IR | I | | |
| Describe the impact of technology on productivity and employment | | IR | I | | |
| Choose an ethical course of action | IR | IR | I | I | R |
| Develop a plan to manage conflicts | IR | IR | I | | |
| Analyze the legal rights and duties of citizenship | M | IR | I | | |
| Explain the importance of a contract in today's society | IRM | IR | | | |
| Describe the elements of a contractual relationship | IRM | IR | | | |

| Business Education - SCOPE and SEQUENCE <i>continued</i> | | | | | |
|--|----------|---------------------|-------------------|-----------|------------|
| Competencies | Bus. Law | Business Management | Intro to Business | Accting I | Accting II |
| Compare and contrast federal, state, and local court systems | IR | | | | |
| Distinguish between criminal law and tort law | IR | | | | |
| Explain the impact of government regulations on businesses and individuals | IR | IR | I | | |
| Determine sources for legal advice (law library, lawyers, Internet) | IR | | | | |
| Compare and contrast the American legal system with systems in other countries | IR | | | | |
| Determine the impact of geography on international business (climate, time zones) | | I | I | | |
| Describe the impact of international business activities on the local, regional, national, and international economies | | IR | I | | |
| Exchange information, questions, and ideas while recognizing the perspectives, ethnocentricity, and culture of others | | IR | I | | |
| Recognize differences in global work environments (protocol, gift-giving, gender equity) | | IR | I | | |
| Apply communication strategies and resources used in international business | | IR | I | | |
| Describe citizens' rights and responsibilities when traveling or living abroad | | IR | I | | |
| Apply problem-solving processes to international financial situations (currency, exchange ratios, metric conversions) | | IR | I | | |
| Compare and contrast types of business ownership | | IR | I | I | R |
| Analyze the importance of community relations and responsibilities | | IR | I | | |
| Analyze the significance of leading, managing, and supervising employees | | IR | I | | |
| Identify characteristics of successful entrepreneurs | | IR | I | IR | RM |
| Explain the importance of financial management and record keeping | | IR | I | IR | RM |
| Monitor and adjust procedures, tools, or machines to improve efficiency | | IR | I | | |
| Identify the marketing functions important to a manager | | IR | I | | |
| Evaluate control and risk factors of maintaining a business | | IR | I | | |
| Identify the main reasons for business success/failure | | IR | I | I | R |
| Analyze a business plan | | IR | I | | |
| Apply problem-solving processes to workplace situations | | IR | I | I | |
| Perform basic business calculations | | IR | I | IR | R |
| Analyze and maintain personal finances (bank accounts, budgets, credit, investments) | | IR | I | I | R |
| Utilize current technology in financial problem-solving and decision-making | | IR | I | I | I |
| Interpret business graphics (tables, charts, spreadsheets, financial statements) | | IR | I | IR | I |
| Assess the cost-effectiveness of business-related activities and services | | IR | I | II | R |
| Explain the importance of ethical decision-making, teamwork, and interpersonal skills as they relate to financial situations | | IR | I | I | I |

I=Introduce
R= Reinforce
M=Master

Introduction to Business

UNITS OF STUDY

Content Area: Business/Marketing

| | | | | | | | |
|--|------------|-----------------------|--|-------------------------------------|---|---|--|
| Course Name: Introduction to Business | | Grade: 9-12 | | Duration of Unit: 3 weeks | | | |
| Unit Title: Business in the Global Environment – Economics Decisions and Systems | | | | | | | |
| Learning Objective/Essential Course Outcome/A+ Objectives: Students will be able to compare/contrast economic decisions and systems. Students will be able to understand supply and demand. | | | | | | | |
| Primary Text: Intro to Business Thomson/South-Western | | | | | | | |
| Equity/Workplace Readiness | | | Instructional Method (Strategy) | | | | |
| X | Equity | X | Research | X | 1. Identify similarities /differences | X | 6. Cooperative Learning |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking | X | 7. Setting Objectives & Providing Feedback |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition | X | 8. Generating & Testing Hypothesis |
| | | | | X | 4. Practice | X | 9. Cues, Questions, & Advanced Organizers |
| | | | | X | 5. Nonlinguistic Representations | | 10. Other: |
| Assessment/Evaluation/Learning Activity: | | | | Content Standards | Process Standards | ICTL CLEs | |
| Learning Activity – Guiding Questions: <ol style="list-style-type: none"> 1. Compare/contrast economic decisions and systems. 2. Recognize/recall specific terminology – market economy, capitalism, competition, command economy, traditional economy, mixed economy. 3. Research various types of economic systems and present information in an electronic form. 4. Explain theory of supply and demand. 5. Illustrate specific economic situations using supply and demand chart/graph. 6. Explain how market price is derived. | | | | CA5 SS3 SS4 MA1 MA4 | ICLT 1.6 1.8 1.9 2.2 2.7 3.7 4.3 | A1 A4 E1 E4 E7 E9 E11 | |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | | | | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. | | | | | | | |
| Special Needs: Modify as needed according to the student's 504 plan/IEP. | | | | | | | |

Content Area: Business/Marketing

| | | | | | | |
|--|------------|-----------------------|----------------------------|--|--|-----------------------------|
| Course Name: Introduction to Business | | Grade: 9-12 | | Duration of Unit: 2 weeks | | |
| Unit Title: Business and its Environment: Business in the Global Environment – Economic Activity | | | | | | |
| Learning Objective/Essential Course Outcomes/A+ Objectives: Students will be able to demonstrate an understanding of economic activity. | | | | | | |
| Primary Text: Intro to Business Thomson/South-Western | | | | | | |
| Equity/Workplace Readiness | | | | Instructional Method (Strategy) | | |
| X | Equity | X | Research | X | 1. Identify similarities /differences | |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking | |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition | |
| | | | | X | 4. Practice | |
| | | | | X | 5. Nonlinguistic Representations | |
| | | | | X | 6. Cooperative Learning | |
| | | | | X | 7. Setting Objectives & Providing Feedback | |
| | | | | X | 8. Generating & Testing Hypothesis | |
| | | | | X | 9. Cues, Questions, & Advanced Organizers | |
| | | | | X | 10. Other: | |
| Assessment/Evaluation/Learning Activity: | | | | Content Standards | Process Standards | ICTL CLEs |
| Learning Activity – Guiding Questions: 1. Describe the significance of Gross Domestic Product (GDP). 2. Distinguish the four phases of the business cycle – prosperity, recession, depression, and recovery. 3. Explain the causes of inflation and deflation. 4. Recognize/recall specific terminology – gross domestic product, inflation, deflation, business cycle, productivity 5. Create a multimedia presentation. analyzing various economic indicators specific to a country of student’s choice. | | | | CA1 CA6 SS1 SS2 SS3 SS6 | 1.1 1.6 1.9 3.4 4.2 4.3 | A1 A4 E1 E4 E11 |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | | | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. | | | | | | |
| Special Needs: Modify as needed according to the student’s 504 plan/IEP. | | | | | | |

Content Area: Business/Marketing

| | | | | | | |
|---|------------|-----------------------|----------------------------|--|--|--|
| Course Name: Introduction to Business | | Grade: 9-12 | | Duration of Unit: 2 weeks | | |
| Unit Title: Business in the Global Environment – International Business | | | | | | |
| Learning Objective/Essential Course Outcomes/A+ Objectives: Students will explore business in the global economy. | | | | | | |
| Primary Text: Intro to Business Thomson/South-Western | | | | | | |
| Equity/Workplace Readiness | | | | Instructional Method (Strategy) | | |
| X | Equity | X | Research | X | 1. Identify similarities /differences | |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking | |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition | |
| | | | | X | 4. Practice | |
| | | | | X | 5. Nonlinguistic Representations | |
| | | | | X | 6. Cooperative Learning | |
| | | | | X | 7. Setting Objectives & Providing Feedback | |
| | | | | X | 8. Generating & Testing Hypothesis | |
| | | | | X | 9. Cues, Questions, & Advanced Organizers | |
| | | | | X | 10. Other: | |
| Assessment/Evaluation/Learning Activity: | | | | Content Standards | Process Standards | ICTL CLEs |
| Learning Activity – Guiding Questions: 1. Describe the significance of trading among nations. 2. Measures trade relations among countries. 3. Convert foreign exchange rates. 4. Recognize/recall specific terminology – balance of trade, embargo, exchange rate, exports, imports, multinational company. 5. Write a research paper comparing/contrasting the advances and disadvantages of multinational corporations. | | | | CA5 CA6 SS1 SS2 SS3 SS6 | 1.1 1.6 1.8 1.9 2.2 3.4 4.2 4.3 | A1 A4 B1 B2 B3 B5 E4 |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | | | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. | | | | | | |
| Special Needs: Modify as needed according to the student’s 504 plan/IEP. | | | | | | |

Content Area: Business/Marketing

| | | | | | |
|---|------------|-----------------------|----------------------------|--|--|
| Course Name: Introduction to Business | | Grade: 9-12 | | Duration of Unit: 3 weeks | |
| Unit Title: Business Organization and Management – Business Organization | | | | | |
| Learning Objective/Essential Course Outcomes/A+ Objectives: Students will be able to describe forms of business ownership. Students will be able to identify organizational structures of business. | | | | | |
| Primary Text: Business Principles and Management – Thomson/South-Western | | | | | |
| Equity/Workplace Readiness | | | | Instructional Method (Strategy) | |
| X | Equity | X | Research | X | 1. Identify similarities /differences |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition |
| | | | | X | 4. Practice |
| | | | | X | 5. Nonlinguistic Representations |
| | | | | X | 6. Cooperative Learning |
| | | | | X | 7. Setting Objectives & Providing Feedback |
| | | | | X | 8. Generating & Testing Hypothesis |
| | | | | X | 9. Cues, Questions, & Advanced Organizers |
| | | | | X | 10. Other: |
| Assessment/Evaluation/Learning Activity: | | | | Content Standards | |
| Learning Activity – Guiding Questions: | | | | Process Standards | |
| ICTL CLEs | | | | | |
| <ol style="list-style-type: none"> 1. Compare/contrast the various forms of business ownership. 2. Recognize/recall specific terminology – corporation, franchise, partnership, proprietorship, service business. 3. Describe how a business organization sets direction. 4. Explain how the principles of effective organization guide a business. 5. Create an organizational chart that shows the structure of a business, classifications of work/jobs, and relationships among all. | | | | CA 6 SS1 SS2 SS3 SS4 | |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | 1.1 1.6 1.8 2.2 2.4 3.4 4.2 4.3 | |
| | | | | A1 A2 B1 B2 E7 E9 | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. | | | | | |
| Special Needs: Modify as needed according to the student's 504 plan/IEP. | | | | | |

Content Area: Business/Marketing

| | | | | | |
|--|------------|-----------------------|----------------------------|--|--|
| Course Name: Introduction to Business | | Grade: 9-12 | | Duration of Unit: 2 weeks | |
| Unit Title: Business Organization and Management – Marketing | | | | | |
| Learning Objective/Essential Course Outcomes/A+ Objectives: Students will be able to demonstrate an understanding of marketing concepts. | | | | | |
| Primary Text: Business Principles and Management – Thomson/South-Western | | | | | |
| Equity/Workplace Readiness | | | | Instructional Method (Strategy) | |
| X | Equity | X | Research | X | 1. Identify similarities /differences |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition |
| | | | | X | 4. Practice |
| | | | | X | 5. Nonlinguistic Representations |
| Assessment/Evaluation/Learning Activity: | | | | | |
| Learning Activity – Guiding Questions: | | | | Content Standards | |
| 1. Describe the seven marketing functions. | | | | CA6 | |
| 2. Describe the process of product planning and production. | | | | SS1 | |
| 3. Explain how products are priced and distributed. | | | | SS2 | |
| 4. Recognize/recall specific terminology – advertising, distribution, marketing mix, price, promotion, target market. | | | | SS3 | |
| 5. Create a multimedia presentation describing a product’s planning, production, pricing, distributing, and promotion. Students will incorporate photo editing techniques in this project. | | | | SS4 | |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | Process Standards | |
| | | | | 1.1 | |
| | | | | 1.6 | |
| | | | | 1.8 | |
| | | | | 2.2 | |
| | | | | 2.3 | |
| | | | | 2.4 | |
| | | | | 3.4 | |
| | | | | 4.2 | |
| | | | | 4.3 | |
| | | | | ICTL CLEs | |
| | | | | A1 | |
| | | | | A2 | |
| | | | | B1 | |
| | | | | B2 | |
| | | | | B4 | |
| | | | | E7 | |
| | | | | E9 | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. | | | | | |
| Special Needs: Modify as needed according to the student’s 504 plan/IEP. | | | | | |

Content Area: Business/Marketing

| | | | |
|--|------------|--|---|
| Course Name: Introduction to Business | | Grade: 9-12 | Duration of Unit: 2 weeks |
| Unit Title: Business Organization and Management: Business Technology | | | |
| Learning Objective/Essential Course Outcome/A+ Objectives: Students will be able to utilize business applications of technology. | | | |
| Primary Text: Business Principles and Management – Thomson/South-Western | | | |
| Equity/Workplace Readiness | | Instructional Method (Strategy) | |
| X | Equity | X | Research |
| X | Technology | X | Workplace Readiness Skills |
| | | X | 1. Identify similarities /differences |
| | | X | 2. Summarizing/Note Taking |
| | | X | 3. Reinforcing Effort/ Providing Recognition |
| | | X | 4. Practice |
| | | X | 5. Nonlinguistic Representations |
| | | | 6. Cooperative Learning |
| | | | 7. Setting Objectives & Providing Feedback |
| | | | 8. Generating & Testing Hypothesis |
| | | | 9. Cues, Questions, & Advanced Organizers |
| | | | 10. Other: |
| Assessment/Evaluation/Learning Activity: | | Content Standards | Process Standards |
| Learning Activity – Guiding Questions: 1. Describe the elements of a computer system and computer network. 2. Illustrate various examples of how technology is used in the business environment. 3. Recognize/recall specific terminology – application software, computer network, e-commerce, management information systems, operating system software, telecommuting. 4. Write a research paper on how technology has changed the business environment. Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | CA5 CA6 SS1 SS2 SS3 SS4 | 1.1 1.6 1.8 2.2 2.4 3.4 4.2 |
| ICTL CLEs | | | |
| A1 A2 B1 B2 B4 E7 E9 | | | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. Special Needs: Modify as needed according to the student's 504 plan/IEP. | | | |

Content Area: Business/Marketing

| | | | | | |
|--|------------|-----------------------|----------------------------|---|---|
| Course Name: Introduction to Business | | Grade: 9-12 | | Duration of Unit: 2 weeks | |
| Unit Title: Personal Financial Management - Money Management and Financial Planning | | | | | |
| Learning Objective/Essential Course Outcomes/A+ Objectives: Students will be able to plan for their financial future. | | | | | |
| Primary Text: Business Principles and Management – Thomson/South-Western | | | | | |
| Equity/Workplace Readiness | | | | Instructional Method (Strategy) | |
| X | Equity | X | Research | X | 1. Identify similarities /differences |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition |
| | | | | X | 4. Practice |
| | | | | X | 5. Nonlinguistic Representations |
| | | | | X | 6. Cooperative Learning |
| | | | | X | 7. Setting Objectives & Providing Feedback |
| | | | | X | 8. Generating & Testing Hypothesis |
| | | | | X | 9. Cues, Questions, & Advanced Organizers |
| | | | | X | 10. Other: |
| Assessment/Evaluation/Learning Activity: | | | | Content Standards | Process Standards |
| Learning Activity – Guiding Questions: 1. Create a cash flow statement. 2. Explain the budgeting process. 3. Distinguish various ways to save for the future. 4. Recognize/recall specific terminology – cash flow statement, financial plan, money management, net worth, personal assets. 5. Develop a complete set of financial documents (cash flow statement, balance sheet, budget, investment portfolio). Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | MA1 MA3 CA6 SS1 SS2 SS3 SS4 | 1.2 1.4 1.7 2.1 3.1 3.3 3.5 |
| | | | | ICTL CLEs | G1 G2 G3 G14 |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. Special Needs: Modify as needed according to the student’s 504 plan/IEP. | | | | | |

Content Area: Business/Marketing

| | | | | | |
|--|------------|-----------------------|--|--|---|
| Course Name: Introduction to Business | | Grade: 9-12 | | Duration of Unit: 2 weeks | |
| Unit Title: Personal Financial Management – Banking and Financial Services | | | | | |
| Learning Objective/Essential Course Outcomes/A+Objectives: Students will be able to identify various forms of banking and financial services. | | | | | |
| Primary Text: Business Principles and Management – Thomson/South-Western Equity/Workplace Readiness | | | Instructional Method (Strategy) | | |
| X | Equity | X | Research | X | 1. Identify similarities /differences |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition |
| | | | | X | 4. Practice |
| | | | | X | 5. Nonlinguistic Representations |
| Assessment/Evaluation/Learning Activity: | | | Content Standards | Process Standards | ICTL CLEs |
| Learning Activity – Guiding Questions: 1. Describe the United States banking system and how it affects the economy. 2. Distinguish various services offered by banks and other financial institutions. 3. Explain how to write a check and reconcile a bank account. 4. Recognize/recall specific terminology – bank reconciliation, commercial bank, credit union, debit card, FDIC, Federal Reserve System. 5. Create a multimedia presentation or research paper providing an in-depth discussion of the banking and financial system in the United States. | | | MA1 MA3 CA1 CA5 CA6 SS3 SS4 SS7 | 1.2 1.7 1.9 1.9 2.1 3.1 3..3 3.5 4.7 | G1 G2 G3 G14 G17 G19 G23 G27 H6 |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | | |
| Resources: Teacher generated, published, computer and online resources to be determined.4 | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. | | | | | |
| Special Needs: Modify as needed according to the student's 504 plan/IEP. | | | | | |

Business Law

COURSE DESCRIPTION

Business Law is designed to introduce the student to subject matter including many legal principles, which are expressed in clear and understandable language. The student studies rights and duties of members in society, tort law (civil law), criminal law, and court systems. Students will also study concepts in contract law such as assignor and assignee, breach, bailments, warranties, and sales contracts, employment law including sexual harassment and agencies. Additionally, each student participates in debates, a mock trial, and visits a courthouse to view a trial.

SUBJECT AREA RATIONALE

The rationale for business and marketing instruction in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals. Students will become aware of the critical role that technology will play in their future and will learn practical applications that may be used in all walks of life.

PROGRAM GOALS

Students who exit the business, marketing, and/or internship career education programs will be prepared for initial and continued employment. They will be able to make educational and career decisions, informed consumer choices, and apply practical life skills. Students will be able to demonstrate mastery of essential outcomes through performance.

Students who exit the computer education career programs will use computer skills to solve problems that arise from everyday experiences. Students will be able to demonstrate, by performance, that they have mastered competencies as self-directed learners to meet the challenges of the future.

Business Law Essential Outcomes

Strand 1: What is Law?

Topic 1: The Law and the Courts

Objective 1: Students will be able to classify characteristics of the federal and state court systems.

Objective 2: Students will be able to identify trial procedures for both criminal and civil trials.

Topic 2: Criminal Law

Objective 3: Students will be able to differentiate between crimes against people versus crimes against property.

Topic 3: Tort Law

Objective 4: Students will be able to distinguish between negligence and intentional torts and describe the available remedies in tort law.

Strand 2: Contract Law

Topic 1: Elements of a Contract and How Contracts Come To an End

Objective 5: Students will be able to explain offers and acceptances and the rules related to offers and acceptances, in addition to when genuine agreement occurs.

Objective 6: Students will be able to compare and contrast the elements of capacity, consideration, and legality as they relate to contracts.

Strand 3: Consumer Law

Topic 1: Sales Contracts and Consumer Protection

Objective 7: Students will be able to compare and contrast service contracts and contracts for the sale of goods.

Objective 8: Students will be able to describe laws and agencies that protect consumers.

Topic 2: Types of Property and Renting or Owning a Home

Objective 9: Students will be able to distinguish between real property, personal property, and fixtures and their related legal concepts.

Objective 10: Students will be able to explain the different kinds of rental relationships as well as the ways that real property can be sold or purchased.

Strand 4: Your Money and the Law

Topic 1: Banking and Negotiable Instruments

Objective 11: Students will be able to identify and describe the function of negotiable instruments as well as basic banking concepts.

Topic 2: Buying on Credit

Objective 12: Students will be able to define the main types of credit and the main types of collateral.

Topic 3: Credit Protection and Bankruptcy

Objective 13: Students will be able to define finance charges and annual percentage rates.

Business Law

Units of Study

Content Area: Business

| | | | | | | |
|---|------------|------------------------|----------------------------|--|---|--|
| Course Name: Business Law | | Grade: 10-12 | | Duration of Unit: 5 weeks | | |
| Unit Title What is Law? | | | | | | |
| Learning Objective/ Essential Course Outcome/A+ Objectives: Students will be able to classify characteristics of the federal and state court systems, identify trial procedures for both criminal and civil trials, differentiate between crimes against people versus crimes against property, and distinguish between negligence and intentional torts. | | | | | | |
| Primary Text: Business and Personal Law | | | | | | |
| Equity/Workplace Readiness | | | | Instructional Method (Strategy) | | |
| X | Equity | X | Research | X | 1. Identify similarities /differences | |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking | |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition | |
| | | | | X | 4. Practice | |
| | | | | X | 5. Nonlinguistic Representations | |
| | | | | X | 6. Cooperative Learning | |
| | | | | X | 7. Setting Objectives & Providing Feedback | |
| | | | | X | 8. Generating & Testing Hypothesis | |
| | | | | X | 9. Cues, Questions, & Advanced Organizers | |
| | | | | X | 10. Other: | |
| Assessment/Evaluation/Learning Activity: | | | | Content Standards | Process Standards | ICTL CLE's |
| Learning Activity – Guiding Questions: <ol style="list-style-type: none"> 1. Define jurisdiction 2. Describe the structure of the federal court system 3. Explain the role of the United States Supreme Court 4. Define the common structure of most state court systems 5. Identify alternative dispute resolution techniques 6. Differentiate between civil and criminal cases 7. Describe the steps in a civil lawsuit 8. Explain the rights of criminal defendants 9. List the steps in a criminal prosecution 10. Explain the differences between categories of crimes 11. Distinguish federal from state criminal law 12. Describe the elements of a crime 13. Determine several defenses to criminal acts 14. Distinguish between a tort and a crime 15. Differentiate between and give examples of negligence and intentional torts 16. Explain a person’s rights and duties in relation to tort law 17. Describe remedies available in tort law 18. List the main intentional torts against people and property | | | | CA6 SS1 SS2 SS3 SS6 | 1.1 1.6 1.8 1.9 3.4 4.2 4.3 | 1A 1B 2A 2B 3A 3B 4A 5C |
| Assessment/Evaluation Activity: Students will demonstrate skill on a | | | | | | |

| | | | |
|---|--|--|--|
| formative/summative assessment. | | | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | |
| <p>Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales.</p> <p>Correction Exercises: Self assessment based on examples and allow for revision.</p> <p>Special Needs: Modify as needed according to the student's 504 plan/IEP.</p> | | | |

| | | | | | |
|--|------------|------------------------|----------------------------|--|--|
| Course Name: Business Law | | Grade: 10-12 | | Duration of Unit: 5 weeks | |
| Unit Title Contract Law | | | | | |
| Learning Objective/ Essential Course Outcome: Students will be able to explain offers and acceptances and the rules related to offers and acceptances, in addition to when genuine agreement occurs. The students will also be able to compare and contrast the elements of capacity, consideration, and legality as they relate to contracts. | | | | | |
| Primary Text: Business and Personal Law | | | | | |
| Equity/Workplace Readiness | | | | Instructional Method (Strategy) | |
| X | Equity | X | Research | X | 1. Identify similarities /differences |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition |
| | | | | X | 4. Practice |
| | | | | X | 5. Nonlinguistic Representations |
| | | | | X | 6. Cooperative Learning |
| | | | | X | 7. Setting Objectives & Providing Feedback |
| | | | | X | 8. Generating & Testing Hypothesis |
| | | | | X | 9. Cues, Questions, & Advanced Organizers |
| | | | | X | 10. Other: |
| Assessment/Evaluation/Learning Activity: | | | | | |
| Learning Activity – Guiding Questions: | | | | | |
| 1. Explain the requirements of an offer | | | | CA6 | |
| 2. Explain the requirements of an acceptance | | | | SS1 | |
| 3. Recognize the difference between unilateral and bilateral mistakes | | | | SS2 | |
| 4. Distinguish between duress and undue influence | | | | SS3 | |
| 5. Distinguish between misrepresentation and fraud | | | | SS6 | |
| 6. Identify the rights of minors and others with limited capacity in relation to contracts | | | | 1.1 | |
| 7. Recognize when consideration is present or not present in contractual agreements | | | | 1.6 | |
| 8. Deduce when statutes, usury, gambling, licensing, and Sunday statutes affect contract legality | | | | 1.8 | |
| | | | | 1.9 | |
| | | | | 3.4 | |
| | | | | 4.2 | |
| | | | | 4.3 | |
| | | | | 2A | |
| | | | | 2B | |
| | | | | 3A | |
| | | | | 3B | |
| | | | | 4A | |
| | | | | 5C | |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. | | | | | |
| Special Needs: Modify as needed according to the student's 504 plan/IEP. | | | | | |

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|--|------------|------------------------|----------------------------|--|--|-------------------|
| Course Name: Business Law | | Grade: 10-12 | | Duration of Unit: 4 weeks | | |
| Unit Title Consumer Law | | | | | | |
| Learning Objective/ Essential Course Outcome: Students will be able to compare and contrast service contracts and contracts for the sale of goods. The students will be able to describe laws and agencies that protect consumers. The students will be able to distinguish between real property, personal property, and fixtures and their related concepts. Lastly, the students will be able to explain the different kinds of rental relationships as well as the ways that real property can be sold or purchased. | | | | | | |
| Primary Text: Business and Personal Law | | | | | | |
| Equity/Workplace Readiness | | | | Instructional Method (Strategy) | | |
| X | Equity | X | Research | X | 1. Identify similarities /differences | |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking | |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition | |
| | | | | X | 4. Practice | |
| | | | | X | 5. Nonlinguistic Representations | |
| | | | | X | 6. Cooperative Learning | |
| | | | | X | 7. Setting Objectives & Providing Feedback | |
| | | | | X | 8. Generating & Testing Hypothesis | |
| | | | | X | 9. Cues, Questions, & Advanced Organizers | |
| | | | | X | 10. Other: | |
| Assessment/Evaluation/Learning Activity: | | | | Content Standards | Process Standards | UCTL CLE's |
| Learning Activity – Guiding Questions: | | | | CA6 | 1.1 | 1A |
| 1. Explain the Uniform Commercial Code | | | | SS1 | 1.6 | 1B |
| 2. Explain when title and risk of loss pass in a sale of goods | | | | SS2 | 1.8 | 2A |
| 3. List the remedies of the buyer and seller when a sales contract is breached | | | | SS3 | 1.9 | 2B |
| 4. Distinguish between types of consumer fraud | | | | SS6 | 3.4 | 3A |
| 5. Describe laws and agencies that protect consumers | | | | | 4.2 | 3B |
| 6. Identify various types of warranties | | | | | 4.3 | 4A |
| 7. Describe how warranties may be excluded or modified | | | | | | 5C |
| 8. Determine where to get consumer protection assistance | | | | | | |
| 9. Describe the different types of ownership of personal property | | | | | | |
| 10. Explain the concept of intellectual property | | | | | | |
| 11. Define the laws of patents, copyrights, and trademarks | | | | | | |
| 12. Explain the different types of bailment | | | | | | |
| 13. List the different types of rental relationships | | | | | | |
| 14. Explain the rights and obligations of landlords and tenants | | | | | | |
| 15. Identify the conditions in which an eviction can occur | | | | | | |
| 16. Describe how title to real property can be transferred | | | | | | |
| Assessment/Evaluation Activity: Students will demonstrate skill on a | | | | | | |

| | | | |
|---|--|--|--|
| formative/summative assessment. | | | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | |
| <p>Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales.</p> <p>Correction Exercises: Self assessment based on examples and allow for revision.</p> <p>Special Needs: Modify as needed according to the student's 504 plan/IEP.</p> | | | |

| | | | | | |
|---|------------|------------------------|----------------------------|--|--|
| Course Name: Business Law | | Grade: 10-12 | | Duration of Unit: 4 weeks | |
| Unit Title Banking and Negotiable Instruments | | | | | |
| Learning Objective/ Essential Course Outcome: Students will be able to identify and describe the function of negotiable instruments as well as basic banking concepts. The students will be able to define the main types of credit and the main types of collateral. The students will understand credit protection and bankruptcy laws. | | | | | |
| Primary Text: Business and Personal Law | | | | | |
| Equity/Workplace Readiness | | | | Instructional Method (Strategy) | |
| X | Equity | X | Research | X | 1. Identify similarities /differences |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition |
| | | | | X | 4. Practice |
| | | | | X | 5. Nonlinguistic Representations |
| Assessment/Evaluation/Learning Activity: | | | | Content Standards | |
| Learning Activity – Guiding Questions: | | | | Process Standards | |
| ICTL CLE's | | | | | |
| 1. Describe the functions, types, and essential elements of negotiable instruments 2. Differentiate between a draft, a note, and a certificate of deposit 3. Identify the main types of credit 4. Explain what a secure transaction is 5. Describe how a security interest is created 6. Identify the main types of collateral 7. Define repossession and garnishment 8. Define the federal laws that regulate consumer credit 9. Discuss their rights under the Consumer Credit Protection Act, the Fair Credit Reporting Act, and the Fair Credit Billing Act 10. Explain the purpose of the Equal Credit Opportunity Act and the Fair Debt Collection Practices Act | | | | 1A 1B 2A 2B 3A 3B 4A 5C | |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. | | | | | |
| Special Needs: Modify as needed according to the student's 504 plan/IEP. | | | | | |

Business Management

COURSE DESCRIPTION

This class is designed to introduce basic management principles and to acquaint the student with operating a business successfully. The student will study characteristics of business organization, social and ethical responsibilities of business, international environment, basic economic concepts, and various forms of business organization, effective business communication practices, management responsibilities, financial record keeping, and human resource management.

SUBJECT AREA RATIONALE

The rationale for business and marketing instruction in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals. Students will become aware of the critical role that technology will play in their future and will learn practical applications that may be used in all walks of life.

PROGRAM GOALS

Students who exit the business, marketing, and/or internship career education programs will be prepared for initial and continued employment. They will be able to make educational and career decisions, informed consumer choices, and apply practical life skills. Students will be able to demonstrate mastery of essential outcomes through performance.

Students who exit the computer education career programs will use computer skills to solve problems that arise from everyday experiences. Students will be able to demonstrate, by performance, that they have mastered competencies as self-directed learners to meet the challenges of the future.

Business Management Essential Outcomes

Strand 1: Business and its Environment

Topic 1: Characteristics of Business

Objective 1: Students will be able to explain the general types and changing nature of businesses.

Topic 2: Social and Ethical Environment of Business

Objective 2: Students will be able to describe the changing nature of the population, the labor force, and their impact on businesses.

Objective 3: Students will be able to suggest ways in which businesses can be socially responsible.

Topic 3: International Environment of Business

Objective 4: Students will be able to distinguish between the different forms through which International business is conducted.

Objective 5: Students will be able to identify common barriers to international business and reasons for growth.

Objective 6: Students will be able to differentiate theories of international trade (comparative advantage and product life cycle) and balance of trade.

Stand 2: Forms of Business Ownership

Topic 4: Proprietorship and Partnerships

Objective 7: Students will be able to describe characteristics of successful entrepreneurs.

Objective 8: Students will be able to compare/contrast the advantages and disadvantages associated with the proprietorship and partnership forms of business organization.

Topic 5: Corporate Forms of Business Ownership

Objective 9: Students will be able to explain the basic features of a corporation.

Topic 6: Legal Aspects of Business

Objective 10: Students will be able to explain how federal laws help control and promote competition.

Strand 3: Communication Systems

Topic 7: Organizational Communications

Objective 11: Students will be able to describe the communication process/channels and how to identify communication barriers and the means for overcoming them.

Strand 4: Management Responsibilities

Topic 8: Management Functions

Objective 12: Students will be able to define the four functions of management.

Objective 13: Students will be able to compare/contrast the three different leadership styles and determine when each is most effective.

Strand 5: Financial Management

Topic 9: Financial Records

Objective 14: Students will be able to discuss record keeping systems needed in large and small businesses.

Strand 6: Human Resource Management

Topic 10: Human Resources Planning

Objective 15: Students will be able to explain and demonstrate activities that occur in a human resource department.

Business Management

UNITS OF STUDY

Content Area: Business/Marketing

| | | | | | |
|--|------------|--------------------------|----------------------------|--|--|
| Course Name: Business Management | | Grade: 10-12 | | Duration of Unit: 2 weeks | |
| Unit Title: Business and its Environment: Characteristics of Business | | | | | |
| Learning Objective/Essential Course Outcome/A+ Objectives: Students will be able to explain the general types and changing nature of businesses. | | | | | |
| Primary Text: Business Principles and Management – Thomson/South-Western | | | | | |
| Equity/Workplace Readiness | | | | Instructional Method (Strategy) | |
| X | Equity | X | Research | X | 1. Identify similarities /differences |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition |
| | | | | X | 4. Practice |
| | | | | X | 5. Nonlinguistic Representations |
| Assessment/Evaluation/Learning Activity: | | | | | |
| Learning Activity – Guiding Questions: | | | | | |
| 7. Locate a current event or issue which shows how business has impacted our daily lives. | | | | | |
| 8. Describe differences between manufacturing, service, and financial businesses. | | | | | |
| 9. Illustrate how industrial businesses differs from commercial business. | | | | | |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | | |
| | | Content Standards | | Process Standards | |
| | | MA3 CA3 CA5 SS7 | | 1.1 1.2 3.2 3.4 4.3 | |
| | | | | ICTL CLEs | |
| | | | | 1A 1B 2A 3A 3B 4A | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. | | | | | |
| Special Needs: Modify as needed according to the student's 504 plan/IEP. | | | | | |

Content Area: Business/Marketing

| | | | | | |
|---|------------|------------------------|----------------------------|--|--|
| Course Name: Business Management | | Grade: 10-12 | | Duration of Unit: 2 weeks | |
| Unit Title: Business and its Environment: Social and Ethical Environment of Business | | | | | |
| Learning Objective/Essential Course Outcomes/A+ Objectives: Students will be able to describe the changing nature of the U.S. workforce and its impact on business. Students will be able to suggest ways in which business can be socially responsible. | | | | | |
| Primary Text: Business Principles and Management – Thomson/South-Western | | | | | |
| Equity/Workplace Readiness | | | | Instructional Method (Strategy) | |
| X | Equity | X | Research | X | 1. Identify similarities /differences |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition |
| | | | | X | 4. Practice |
| | | | | X | 5. Nonlinguistic Representations |
| | | | | X | 6. Cooperative Learning |
| | | | | X | 7. Setting Objectives & Providing Feedback |
| | | | | | 8. Generating & Testing Hypothesis |
| | | | | | 9. Cues, Questions, & Advanced Organizers |
| | | | | | 10. Other: |
| Assessment/Evaluation/Learning Activity: | | | | Content Standards | Process Standards |
| Learning Activity – Guiding Questions: | | | | | |
| 6. Explain how the population of the U.S. has changed during the last century. | | | | CA1 | 1.6 |
| 7. Distinguish between different geographic areas of the U.S. | | | | CA3 | 2.1 |
| 8. Describe factors that comprise the labor force. | | | | M2 | 2.2 |
| 9. Calculate GDP. | | | | M3 | 2.5 |
| 10. Provide an ethical solution for a specific issue/dilemma. | | | | SS4 | 3.3 |
| 11. Complete activity that follows CERES Principles. | | | | | 4.1 |
| | | | | | 4.1 |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. | | | | | |
| Special Needs: Modify as needed according to the student's 504 plan/IEP. | | | | | |

Content Area: Business/Marketing

| | | | | | | |
|--|------------|------------------------|----------------------------|--|--|----|
| Course Name: Business Management | | Grade: 10-12 | | Duration of Unit: 3 weeks | | |
| Unit Title: Business and its Environment: International Environment of Business | | | | | | |
| Learning Objective/Essential Course Outcomes/A+ Objectives: Students will be able to distinguish between different forms through which international business is conducted. | | | | | | |
| Primary Text: Business Principles and Management – Thomson/South-Western | | | | | | |
| Equity/Workplace Readiness | | | | Instructional Method (Strategy) | | |
| X | Equity | X | Research | X | 1. Identify similarities /differences | |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking | |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition | |
| | | | | X | 4. Practice | |
| | | | | X | 5. Nonlinguistic Representations | |
| Assessment/Evaluation/Learning Activity: | | | | Content Standards | | |
| Learning Activity – Guiding Questions: | | | | Process Standards | | |
| | | | | ICTL CLEs | | |
| 6. Write a research paper describing a multinational firm. | | | | CA1 | 1.1 | 2A |
| 7. Differentiate among joint ventures, wholly-owned subsidiaries and strategic alliances. | | | | CA3 | 1.2 | 2B |
| 8. Explain the parts that comprise a multinational firm. | | | | CA5 | 2.1 | 3A |
| | | | | SS1 | 2.2 | 4A |
| | | | | | 3.4 | 4B |
| | | | | | | 4C |
| | | | | | | 4D |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | | | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. | | | | | | |
| Special Needs: Modify as needed according to the student's 504 plan/IEP. | | | | | | |

Content Area: Business/Marketing

| | | | | | | | |
|--|------------|------------------------|---|--|--|---|--|
| Course Name: Business Management | | Grade: 10-12 | Duration of Unit: 3 weeks | | | | |
| Unit Title: Business and its Environment: International Environment of Business | | | | | | | |
| Learning Objective/Essential Course Outcomes/A+ Objectives: Students will be able to identify common barriers to international business and reasons for growth. | | | | | | | |
| Primary Text: Business Principles and Management – Thomson/South-Western | | | | | | | |
| Equity/Workplace Readiness | | | Instructional Method (Strategy) | | | | |
| X | Equity | X | Research | X | 1. Identify similarities /differences | X | 6. Cooperative Learning |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking | X | 7. Setting Objectives & Providing Feedback |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition | | 8. Generating & Testing Hypothesis |
| | | | | X | 4. Practice | | 9. Cues, Questions, & Advanced Organizers |
| | | | | X | 5. Nonlinguistic Representations | | 10. Other: |
| Assessment/Evaluation/Learning Activity: | | | Content Standards | Process Standards | ICTL CLEs | | |
| Learning Activity – Guiding Questions: 6. Create a pamphlet that showcases a specific country and its specifics regarding international trade. 7. Compare/contrast various forms of trade challenges. 8. Calculate prices using various foreign rates of exchange. 9. Explain how the value of the U.S. dollar affects pricing. 10. Provide examples of various cultural differences and explain how they can/could affect business practices. | | | CA 1 CA 5 CA 3 M2 M5 FA1 | 1.6 1.8 2.1 2.2 3.3 4.1 4.5 4.7 | 2A 2B 3A 4A 4B 4C 4D | | |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | | | | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. | | | | | | | |
| Special Needs: Modify as needed according to the student's 504 plan/IEP. | | | | | | | |

Content Area: Business/Marketing

| | | | | | |
|--|------------|------------------------|----------------------------|--|--|
| Course Name: Business Management | | Grade: 10-12 | | Duration of Unit: 3 weeks | |
| Unit Title: Business and its Environment: International Environment of Business | | | | | |
| Learning Objective/Essential Course Outcomes/A+ Objectives: Students will be able to differentiate between theories of international trade and balance of trade. | | | | | |
| Primary Text: Business Principles and Management – Thomson/South-Western | | | | | |
| Equity/Workplace Readiness | | | | Instructional Method (Strategy) | |
| X | Equity | X | Research | X | 1. Identify similarities /differences |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition |
| | | | | X | 4. Practice |
| | | | | X | 5. Nonlinguistic Representations |
| Assessment/Evaluation/Learning Activity: | | | | | |
| Learning Activity – Guiding Questions: | | | | Content Standards | |
| 6. Compare/contrast trade theories (comparative advantage and product life cycle). | | | | CA 1 | |
| 7. Explain balance of payments and its importance to trade. | | | | CA 5 | |
| 8. Describe how a product’s life cycle is relevant to trade. | | | | M2 | |
| | | | | M5 | |
| | | | | SS1 | |
| | | | | SS3 | |
| | | | | 1.1 | |
| | | | | 1.3 | |
| | | | | 2.1 | |
| | | | | 2.2 | |
| | | | | 3.3 | |
| | | | | 4.1 | |
| | | | | 4.5 | |
| | | | | 4.6 | |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | Process Standards | |
| | | | | 1.1 | |
| | | | | 1.3 | |
| | | | | 2.1 | |
| | | | | 2.2 | |
| | | | | 3.3 | |
| | | | | 4.1 | |
| | | | | 4.5 | |
| | | | | 4.6 | |
| | | | | ICTL CLEs | |
| | | | | 2A | |
| | | | | 2B | |
| | | | | 3A | |
| | | | | 4A | |
| | | | | 4B | |
| | | | | 4C | |
| | | | | 4D | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. | | | | | |
| Special Needs: Modify as needed according to the student’s 504 plan/IEP. | | | | | |

Content Area: Business/Marketing

| | | | | | | | | | |
|---|------------|------------------------|--|-------------------------------------|--|---|--|------------------|--|
| Course Name: Business Management | | Grade: 10-12 | | Duration of Unit: 3 weeks | | | | | |
| Unit Title: Business Organization and Management: Proprietorships and Partnerships | | | | | | | | | |
| Learning Objective/Essential Course Outcome/A+ Objectives: Students will be able to describe characteristics of successful entrepreneurs. | | | | | | | | | |
| Primary Text: Business Principles and Management – Thomson/South-Western | | | | | | | | | |
| Equity/Workplace Readiness | | | Instructional Method (Strategy) | | | | | | |
| X | Equity | X | Research | X | 1. Identify similarities /differences | | 6. Cooperative Learning | | |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking | X | 7. Setting Objectives & Providing Feedback | | |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition | | 8. Generating & Testing Hypothesis | | |
| | | | | X | 4. Practice | | 9. Cues, Questions, & Advanced Organizers | | |
| | | | | X | 5. Nonlinguistic Representations | | 10. Other: | | |
| Assessment/Evaluation/Learning Activity: | | | | Content Standards | | Process Standards | | ICTL CLEs | |
| Learning Activity – Guiding Questions: 5. Create a multimedia presentation highlighting a successful entrepreneur. 6. Complete various personality and interest assessments to ascertain student’s possibility for future business pursuits. 7. Design a Facebook © page for an entrepreneur. | | | | CA 1 CA 5 SS1 SS2 FA1 | | 1.1 1.2 2.1 2.2 3.1 4.1 4.2 | | 5A 5B 5C | |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | | | | | | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | | | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. | | | | | | | | | |
| Special Needs: Modify as needed according to the student’s 504 plan/IEP. | | | | | | | | | |

Content Area: Business/Marketing

| | | | | | |
|---|------------|------------------------|----------------------------|--|--|
| Course Name: Business Management | | Grade: 10-12 | | Duration of Unit: 3 weeks | |
| Unit Title: Forms of Business Ownership: Proprietorships and Partnerships | | | | | |
| Learning Objective/Essential Course Outcomes/A+ Objectives: Students will be able to compare/contrast proprietorships and partnerships. | | | | | |
| Primary Text: Business Principles and Management – Thomson/South-Western | | | | | |
| Equity/Workplace Readiness | | | | Instructional Method (Strategy) | |
| X | Equity | X | Research | X | 1. Identify similarities /differences |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition |
| | | | | X | 4. Practice |
| | | | | X | 5. Nonlinguistic Representations |
| Assessment/Evaluation/Learning Activity: | | | | | |
| Learning Activity – Guiding Questions: 6. Create a simple business plan. 7. Compare/contrast proprietorships. 8. Compare/contrast partnerships. 9. Explain how limited partnership differs from general partnership. 10. Describe various types of business structures. | | | | Content Standards | |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | Process Standards | |
| | | | | ICTL CLEs | |
| | | | | CA 1 | |
| | | | | CA 3 | |
| | | | | MA1 | |
| | | | | SS2 | |
| | | | | 1.2 | |
| | | | | 1.3 | |
| | | | | 1.8 | |
| | | | | 2.2 | |
| | | | | 2.4 | |
| | | | | 3.3 | |
| | | | | 2A | |
| | | | | 2B | |
| | | | | 3A | |
| | | | | 4A | |
| | | | | 4B | |
| | | | | 4C | |
| | | | | 4D | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. | | | | | |
| Special Needs: Modify as needed according to the student's 504 plan/IEP. | | | | | |

Content Area: Business/Marketing

| | | | | | |
|--|------------|------------------------|----------------------------|--|--|
| Course Name: Business Management | | Grade: 10-12 | | Duration of Unit: 3 weeks | |
| Unit Title: Forms of Business Ownership: Legal Aspects of Business | | | | | |
| Learning Objective/Essential Course Outcomes/A+Objectives: Students will be able to describe how federal laws help control and promote competition. | | | | | |
| Primary Text: Business Principles and Management – Thomson/South-Western Equity/Workplace Readiness | | | | Instructional Method (Strategy) | |
| X | Equity | X | Research | X | 1. Identify similarities /differences |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition |
| | | | | X | 4. Practice |
| | | | | X | 5. Nonlinguistic Representations |
| Assessment/Evaluation/Learning Activity: | | | | Content Standards | Process Standards |
| Learning Activity – Guiding Questions: | | | | | |
| 6. Explain how patents, copyrights, and trademarks are beneficial to business by providing current examples. | | | | CA 1 | 1.2 |
| 7. Illustrate three methods used by state and local governments to regulate business. | | | | CA 2 | 1.4 |
| 8. Describe the general nature of taxes in the United States. | | | | CA3 | 2.1 |
| 9. Explain how taxes impact business. | | | | SS2 | 2.4 |
| | | | | SS3 | 3.2 |
| | | | | | 4.1 |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | | |
| | | | | | ICTL CLEs |
| | | | | | 6A |
| | | | | | 6B |
| | | | | | 6C |
| Resources: Teacher generated, published, computer and online resources to be determined.4 | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. | | | | | |
| Special Needs: Modify as needed according to the student's 504 plan/IEP. | | | | | |

Content Area: Business/Marketing

| | | | | | |
|---|------------|------------------------|----------------------------|--|--|
| Course Name: Business Management | | Grade: 10-12 | | Duration of Unit: 2 weeks | |
| Unit Title: Communication Systems: Organizational Communication | | | | | |
| Learning Objective/Essential Course Outcomes/A+ Objectives: Students will be able to describe the communication process and/or channels and how to identify communication barriers and the means for overcoming them. | | | | | |
| Primary Text: Business Principles and Management – Thomson/South-Western | | | | | |
| Equity/Workplace Readiness | | | | Instructional Method (Strategy) | |
| X | Equity | X | Research | X | 1. Identify similarities /differences |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition |
| | | | | X | 4. Practice |
| | | | | X | 5. Nonlinguistic Representations |
| Assessment/Evaluation/Learning Activity: | | | | ICTL CLEs | |
| Learning Activity – Guiding Questions: | | | | Content Standards | |
| 1. Role-play different parts of the communication process to show effective and ineffective practices. | | | | 1.1 | |
| 2. Compare/contrast the three major channels of communication. | | | | 1.4 | |
| 3. Describe the attributes of corporate communication. | | | | 1.6 | |
| 4. Demonstrate how to effectively deal with conflict through role-play scenarios. | | | | 2.1 | |
| | | | | 2.5 | |
| | | | | 3.2 | |
| | | | | 3.3 | |
| | | | | 3.4 | |
| | | | | 4.1 | |
| | | | | 4.5 | |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. | | | | | |
| Special Needs: Modify as needed according to the student's 504 plan/IEP. | | | | | |

Content Area: Business/Marketing

| | | | | | |
|--|------------|------------------------|--|-------------------------------------|--|
| Course Name: Business Management | | Grade: 10-12 | | Duration of Unit: 2 weeks | |
| Unit Title: Management Responsibilities: Management Functions | | | | | |
| Learning Objective/Essential Course Outcomes/A+ Objectives: Students will be able to describe the four functions of management. | | | | | |
| Primary Text: Business Principles and Management – Thomson/South-Western | | | | | |
| Equity/Workplace Readiness | | | Instructional Method (Strategy) | | |
| X | Equity | X | Research | X | 1. Identify similarities /differences |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition |
| | | | | X | 4. Practice |
| | | | | X | 5. Nonlinguistic Representations |
| Assessment/Evaluation/Learning Activity: | | | | Content Standards | |
| Learning Activity – Guiding Questions: | | | | Process Standards | |
| 1. Describe planning function. | | | | ICTL CLEs | |
| 2. Describe organizing function. | | | | 2A | |
| 3. Describe implementing function. | | | | 2B | |
| 4. Describe controlling function. | | | | 3A | |
| 5. Compare/contrast the roles of supervisors, executives, and mid-managers. | | | | 4A | |
| Assessment/Evaluation Activity: | | | | 4B | |
| Students will demonstrate skill on a formative/summative assessment. | | | | 4C | |
| | | | | 4D | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. | | | | | |
| Special Needs: Modify as needed according to the student’s 504 plan/IEP. | | | | | |

Content Area: Business/Marketing

| | | | | | |
|---|------------|------------------------|---|--|--|
| Course Name: Business Management | | Grade: 10-12 | | Duration of Unit: 2 weeks | |
| Unit Title: Management Responsibilities: Management Functions | | | | | |
| Learning Objective/Essential Course Outcomes/A+ Objectives: Students will be able to compare/contrast leadership styles. | | | | | |
| Primary Text: Business Principles and Management – Thomson/South-Western | | | | | |
| Equity/Workplace Readiness | | | Instructional Method (Strategy) | | |
| X | Equity | X | Research | X | 1. Identify similarities /differences |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition |
| | | | | X | 4. Practice |
| | | | | X | 5. Nonlinguistic Representations |
| | | | | X | 6. Cooperative Learning |
| | | | | X | 7. Setting Objectives & Providing Feedback |
| | | | | | 8. Generating & Testing Hypothesis |
| | | | | | 9. Cues, Questions, & Advanced Organizers |
| | | | | | 10. Other: |
| Assessment/Evaluation/Learning Activity: | | | Content Standards | Process Standards | ICTL CLEs |
| Learning Activity – Guiding Questions: 1. Describe concept of leadership. 2. Explain important characteristics of leaders. 3. Compare/contrast the different types of power. 4. Explain five important human relation skills needed by managers. 5. Illustrate the three leadership styles. | | | CA 1 CA 3 CA 5 SS2 SS3 FA1 | 1.1 1.5 2.1 2.3 3.1 3.2 4.1 4.2 | 2A 2B 3A 4A 4B 4C 4D |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. | | | | | |
| Special Needs: Modify as needed according to the student's 504 plan/IEP. | | | | | |

Content Area: Business/Marketing

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|--|------------|------------------------|----------------------------|---|--|
| Course Name: Business Management | | Grade: 10-12 | | Duration of Unit: 2 weeks | |
| Unit Title: Financial Records: Financial Records | | | | | |
| Learning Objective/Essential Course Outcomes/A+ Objectives: Students will be able to explain various record keeping systems. | | | | | |
| Primary Text: Business Principles and Management – Thomson/South-Western | | | | | |
| Equity/Workplace Readiness | | | | Instructional Method (Strategy) | |
| X | Equity | X | Research | X | 1. Identify similarities /differences |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition |
| | | | | X | 4. Practice |
| | | | | X | 5. Nonlinguistic Representations |
| Assessment/Evaluation/Learning Activity: | | | | Content Standards | Process Standards |
| Learning Activity – Guiding Questions: 1. Complete a business simulation. 2. Explain different financial records used in business. 3. Prepare a budget. 4. Prepare a balance sheet. 5. Calculate and explain financial ratios. | | | | CA 1 CA 2 CA 5 SS1 MA1 MA2 | 1.1 1.5 2.1 2.2 2.3 3.1 3.2 4.1 4.2 4.3 |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | | ICTL CLEs 2A 2B |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. | | | | | |
| Special Needs: Modify as needed according to the student’s 504 plan/IEP. | | | | | |

Content Area: Business/Marketing

| | | | | | | | |
|--|------------|------------------------|--|--|--|----------------------------|--|
| Course Name: Business Management | | Grade: 10-12 | | Duration of Unit: 2 weeks | | | |
| Unit Title: Human Resources Management: Human Resources Planning | | | | | | | |
| Learning Objective/Essential Course Outcomes/A+ Objectives: Students will be able to explain and demonstrate activities that occur in a human resource department. | | | | | | | |
| Primary Text: Business Principles and Management – Thomson/South-Western | | | | | | | |
| Equity/Workplace Readiness | | | Instructional Method (Strategy) | | | | |
| X | Equity | X | Research | X | 1. Identify similarities /differences | X | 6. Cooperative Learning |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking | X | 7. Setting Objectives & Providing Feedback |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition | | 8. Generating & Testing Hypothesis |
| | | | | X | 4. Practice | | 9. Cues, Questions, & Advanced Organizers |
| | | | | X | 5. Nonlinguistic Representations | | 10. Other: |
| Assessment/Evaluation/Learning Activity: | | | | Content Standards | Process Standards | ICTL CLEs | |
| Learning Activity – Guiding Questions: <ol style="list-style-type: none"> 1. Create an electronic/video presentation highlighting a specific human resource topic covered in class. 2. Outline procedures to follow in identifying and selecting new personnel. 3. Identify factors to consider when employees are promoted, transferred, or released. 4. Compare the three major systems used to pay employees. 5. Describe the value of performance reviews and training/development to business and employees. 6. Role-play different human resource situations. | | | | CA 1 CA 2 CA 5 SS1 SS2 SS3 MA1 MA2 FA3 | 1.2 2.2 2.3 3.1 3.2 4.1 4.2 4.3 | 3A 4B 5A 5B 5C | |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | | | | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | | | | | |
| Enrichment Exercises: Students will produce more advanced word processing documents. Refer to Level 4 scales. Correction Exercises: Self assessment based on examples and allow for revision. | | | | | | | |
| Special Needs: Modify as needed according to the student's 504 plan/IEP. | | | | | | | |

Accounting I

COURSE DESCRIPTION

The basic principles of accounting will be studied and a variety of accounting careers will be explored. Accounting is designed to study a wide range of accounting records that are used by businesses; computerized applications will be used along with traditional recording methods to give the student an in-depth understanding of the accounting process. It will help the student, college-bound or non-college bound, to be successful in personal and professional financial affairs.

SUBJECT AREA RATIONALE

The rationale for business and marketing instruction in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals. Students will become aware of the critical role that technology will play in their future and will learn practical applications that may be used in all walks of life.

PROGRAM GOALS

Students who exit the business, marketing, and/or internship career education programs will be prepared for initial and continued employment. They will be able to make educational and career decisions, informed consumer choices, and apply practical life skills. Students will be able to demonstrate mastery of essential outcomes through performance.

Students who exit the computer education career programs will use computer skills to solve problems that arise from everyday experiences. Students will be able to demonstrate, by performance, that they have mastered competencies as self-directed learners to meet the challenges of the future.

Accounting I Essential Outcomes

Strand 1: Accounting for a Service Business Organized as a Proprietorship

Topic 1: Starting a Proprietorship: Changes That Affect the Accounting Equation

Objective 1: Students will be able to define terms and identify concepts related to starting a service business organized as a proprietorship and to changes that affect the accounting equation.

Objective 2: Students will be able to classify accounts as assets, liabilities, or owner's equity and demonstrate their relationships in the accounting equation.

Objective 3: Students will be able to analyze how transactions affect accounts in an accounting equation.

Topic 2: Analyzing Transactions into Debit and Credit Parts

Objective 4: Students will be able to define terms and identify concepts related to analyzing transactions into debit and credit parts.

Topic 3: Journalizing Transactions

Objective 5: Students will be able to define terms and identify concepts related to journalizing transactions.

Objective 6: Students will be able to prove and rule a five-column journal and prove cash.

Topic 4: Posting to a General Ledger

Objective 7: Students will be able to define terms and identify concepts related to posting from a journal to a general ledger.

Topic 5: Cash Control Systems

Objective 8: Students will be able to define terms and identify concepts related to using a checking account and a petty cash fund.

Topic 6: Work Sheet for a Service Business

Objective 9: Students will be able to define terms and identify concepts related to a work sheet for a service business organized as a proprietorship.

Topic 7: Financial Statements for a Proprietorship

Objective 10: Students will be able to define terms and identify concepts related to financial statements for a service business organized as a proprietorship.

Topic 8: Recording Adjusting and Closing Entries for a Service Business

Objective 11: Students will be able to define terms and identify concepts related to adjusting entries for a service business organized as a proprietorship.

Objective 12: Students will be able to define terms and identify concepts related to closing entries for a service business organized as a proprietorship.

Accounting 1 (Semester 2) Essential Outcomes

Strand 2: Accounting for a Merchandising Business Organized as a Corporation

Topic 1: Journalizing Purchases and Cash Payments

Objective 13: Students will be able to define terms and identify concepts related to purchases and cash payments for a merchandising business.

Objective 14: Students will be able to prepare a petty cash report and journalize the reimbursement of the petty cash fund.

Topic 2: Journalizing Sales and Cash Receipts

Objective 15: Students will be able to define terms and identify concepts related to sales and cash receipts for a merchandising business.

Topic 3: Posting to General and Subsidiary Ledgers

Objective 16: Students will be able to define terms and identify concepts related to posting to ledgers.

Objective 17: Students will be able to journalize and post correcting entries affecting customer accounts.

Topic 4: Preparing Payroll Records

Objective 18: Students will be able to define terms and identify concepts related to payroll records.

Topic 5: Payroll Accounting, Taxes, and Reports

Objective 19: Students will be able to define terms and identify concepts related to payroll accounting, taxes, and reports.

Topic 6: Distributing Dividends and Preparing a Work Sheet for a Merchandising Business

Objective 20: Students will be able to define terms and identify concepts related to distributing dividends and preparing a work sheet for a merchandising business.

Objective 21: Students will be able to plan work sheet adjustments for merchandise inventory, supplies, prepaid expenses, uncollectible accounts, depreciation, and federal income tax.

Topic 7: Financial Statements for a Corporation

Objective 22: Students will be able to define terms and identify concepts related to financial statements for a merchandising business organized as a corporation.

Topic 8: Recording Adjusting and Closing Entries for a Corporation

Objective 23: Students will be able to define terms and identify concepts related to adjusting and closing entries for a merchandising business organized as a corporation.

Objective 24: Students will be able to prepare a post-closing trial balance.

Accounting I

Units of Study

Content Area: Business

| | | | | | | |
|--|------------|------------------------|----------------------------|--|--|--|
| Course Name: Accounting I | | Grade: 10-12 | | Duration of Unit: 18 weeks | | |
| Unit Title Accounting for a Service Business Organized as a Proprietorship | | | | | | |
| Learning Objective/ Essential Course Outcome: Students will be able to understand changes that affect the accounting equation, analyze transactions into debit and credit parts, journalize transactions, post to a general ledger, use a checking account and a petty cash fund, create a work sheet, create an income statement and a balance sheet, and record adjusting and closing entries. | | | | | | |
| Primary Text: South-Western Accounting (Multicolumn Journal) | | | | | | |
| Equity/Workplace Readiness | | | | Instructional Method (Strategy) | | |
| X | Equity | X | Research | X | 1. Identify similarities /differences | |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking | |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition | |
| | | | | X | 4. Practice | |
| | | | | X | 5. Nonlinguistic Representations | |
| | | | | X | 6. Cooperative Learning | |
| | | | | X | 7. Setting Objectives & Providing Feedback | |
| | | | | X | 8. Generating & Testing Hypothesis | |
| | | | | X | 9. Cues, Questions, & Advanced Organizers | |
| | | | | X | 10. Other: | |
| Assessment/Evaluation/Learning Activity: | | | | Content Standards | Process Standards | ICTL CLE's |
| Learning Activity – Guiding Questions: 19. Identify changes that affect the accounting equation 20. Classify accounts as assets, liabilities, or owner's equity 21. Analyze how transactions affect accounts 22. Analyze transactions into debit and credit parts 23. Journalize transactions 24. Prove and rule a five-column journal 25. Prove cash 26. Post from a journal to a general ledger 27. Use a checking account 28. Use a petty cash fund 29. Create a work sheet 30. Create an income statement 31. Create a balance sheet 32. Enter adjusting entries in the journal 33. Enter closing entries in the journal Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | CA1 CA3 MA1 MA3 | 1.1 1.4 1.5 1.6 1.8 2.1 | 1A 1B 2A 2B 3A 3B 4A 5C |
| Resources: South-Western Accounting Textbook and Workbook | | | | | | |
| Enrichment Exercises: Students will produce more advanced Accounting documents. Refer to Level 4 scales. Correction Exercises: Work Together and On Your Own exercises from the workbook. | | | | | | |
| Special Needs: Modify as needed according to the student's 504 plan/IEP. | | | | | | |

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|--|------------|--|--|
| Course Name: Accounting I | | Grade: 10-12 | Duration of Unit: 18 weeks |
| Unit Title Accounting for a Merchandising Business Organized as a Corporation | | | |
| Learning Objective/ Essential Course Outcome: Students will be able to record purchases and cash payments, prepare a petty cash report and journalize the reimbursement of the fund, record sales and cash receipts, post to ledgers, journalize and post correcting entries, prepare payroll records, taxes, and reports, distribute dividends, prepare a work sheet, plan adjustments, create an income statement and a balance sheet, record adjusting and closing entries, and prepare a post-closing trial balance. | | | |
| Primary Text: South-Western Accounting (Multicolumn Journal) | | | |
| Equity/Workplace Readiness | | Instructional Method (Strategy) | |
| X | Equity | X | Research |
| X | Technology | X | Workplace Readiness Skills |
| | | X | 1. Identify similarities /differences |
| | | X | 2. Summarizing/Note Taking |
| | | X | 3. Reinforcing Effort/ Providing Recognition |
| | | X | 4. Practice |
| | | X | 5. Nonlinguistic Representations |
| | | X | 6. Cooperative Learning |
| | | X | 7. Setting Objectives & Providing Feedback |
| | | X | 8. Generating & Testing Hypothesis |
| | | X | 9. Cues, Questions, & Advanced Organizers |
| | | X | 10. Other: |
| Assessment/Evaluation/Learning Activity: | | Content Standards | Process Standards |
| Learning Activity – Guiding Questions: | | | |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | |
| 1. Record purchases and cash payments | | CA1 | 1.1 |
| 2. Prepare a petty cash report | | CA3 | 1.4 |
| 3. Journalize the reimbursement of the petty cash fund | | MA1 | 1.5 |
| 4. Record sales and cash receipts | | MA3 | 1.6 |
| 5. Post to ledgers | | | 1.8 |
| 6. Journalize and post correcting entries | | | 2.1 |
| 7. Prepare payroll records | | | |
| 8. Prepare payroll taxes | | | |
| 9. Prepare payroll reports | | | |
| 10. Distribute dividends | | | |
| 11. Prepare a work sheet | | | |
| 12. Plan work sheet adjustments | | | |
| 13. Prepare an income statement | | | |
| 14. Prepare a balance sheet | | | |
| 15. Journalize adjusting entries | | | |
| 16. Journalize closing entries | | | |
| 17. Prepare a post-closing trial balance | | | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | |
| Enrichment Exercises: Students will produce more advanced Accounting documents. Refer to Level 4 scales. Correction Exercises: Work Together and On Your Own exercises from the workbook. | | | |
| Special Needs: Modify as needed according to the student's 504 plan/IEP. | | | |

Accounting II

COURSE DESCRIPTION

This is a two semester course emphasizing corporate accounting. Computerized procedures for journals, ledgers, financial statements and tax procedures will be used. The course will integrate accounting practices and related computer skills to prepare advanced students, both college-bound and vocational, for future employment.

SUBJECT AREA RATIONALE

The rationale for business and marketing instruction in the St. Charles School District is to prepare students to be informed workers and consumers in a technological global society. The instructional emphasis is tailored to the individual student and their career plans and goals. Students will become aware of the critical role that technology will play in their future and will learn practical applications that may be used in all walks of life.

PROGRAM GOALS

Students who exit the business, marketing, and/or internship career education programs will be prepared for initial and continued employment. They will be able to make educational and career decisions, informed consumer choices, and apply practical life skills. Students will be able to demonstrate mastery of essential outcomes through performance.

Students who exit the computer education career programs will use computer skills to solve problems that arise from everyday experiences. Students will be able to demonstrate, by performance, that they have mastered competencies as self-directed learners to meet the challenges of the future.

Accounting II Essential Outcomes

Strand 1: Accounting I Review - Simulation

Topic 1: Manual Simulation: Unique Global Imports: A Merchandising Business Organized as a Corporation

Objective 1: Students will be able to define terms and identify concepts learned during year one of Accounting.

Strand 2: Accounting for a Merchandising Business Organized as a Corporation – Adjustments and Valuation

Topic 1: Accounting for Uncollectible Accounts Receivable

Objective 2: Students will be able to define terms and identify concepts related to uncollectible accounts.

Objective 3: Students will be able to calculate, journalize, and post estimated uncollectible accounts expense.

Topic 2: Accounting for Plant Assets and Depreciation

Objective 4: Students will be able to define terms and identify concepts related to plant assets, depreciation, and property tax expense.

Objective 5: Students will be able to record the buying and the disposal of plant assets, the paying of property tax, as well as calculate and journalize depreciation expense.

Topic 3: Accounting for Inventory

Objective 6: Students will be able to define terms and identify concepts related to inventory.

Objective 7: Students will be able to prepare a stock record.

Objective 8: Students will be able to determine the cost of merchandise inventory using the fifo, lifo, and weight-average inventory costing methods.

Objective 9: Students will be able to estimate the cost of merchandise inventory using the gross profit method of estimating inventory.

Topic 4: Accounting for Notes and Interest

Objective 10: Students will be able to define terms and identify concepts related to notes and interest.

Objective 11: Students will be able to analyze and record transactions for notes payable and for notes receivable.

Topic 5: Accounting for Accrued Revenue and Expenses

Objective 12: Students will be able to define terms and identify concepts related to accrued revenue and accrued expenses.

Objective 13: Students will be able to record adjusting, closing, and reversing entries for accrued revenue and for accrued expenses.

Topic 6: End-of-Fiscal-Period Work for a Corporation

Objective 14: Students will be able to define terms and identify concepts related to financial statements for a merchandising business organized as a corporation.

Objective 15: Students will be able to calculate federal income tax, plan adjustments, complete a work sheet, and record closing and reversing entries for a merchandising business organized as a corporation.

Strand 3: Additional Accounting Procedures

Topic 1: Accounting for Partnerships

Objective 16: Students will be able to define terms and identify concepts related to forming, dissolving, and distributing the earnings of a partnership.

Objective 17: Students will be able to calculate the distribution of partnership earnings.

Objective 18: Students will be able to journalize entries related to forming, dissolving, and distributing the earnings of a partnership.

Objective 19: Students will be able to prepare a distribution of net income statement for a business organized as a partnership.

Objective 20: Students will be able to prepare an owners' equity statement for a business organized as a partnership.

Topic 2: Recording International and Internet Sales

Objective 21: Students will be able to define terms and identify concepts related to international sales.

Objective 22: Students will be able to record transactions for international sales, and for Internet sales.

Accounting II

Units of Study

Content Area: Business

| | | | | | | | |
|---|------------|------------------------|--|-------------------------------------|--|--|--|
| Course Name: Accounting II | | Grade: 11-12 | | Duration of Unit: 4 weeks | | | |
| Unit Title Accounting I Review - Simulation | | | | | | | |
| Learning Objective/ Essential Course Outcome: Students will be able to analyze transactions, journalize transactions, post transactions, prepare a work sheet, prepare an income statement, prepare a balance sheet, journalize adjusting and closing entries, post adjusting and closing entries, and prepare a post-closing trial balance sheet for a service business organized as a proprietorship and for a merchandising business organized as a corporation. | | | | | | | |
| Primary Text: South-Western Accounting Manual Simulation: Unique Global Imports | | | | | | | |
| Equity/Workplace Readiness | | | Instructional Method (Strategy) | | | | |
| X | Equity | X | Research | X | 1. Identify similarities /differences | | 6. Cooperative Learning |
| X | Technology | X | Workplace Readiness Skills | | 2. Summarizing/Note Taking | X | 7. Setting Objectives & Providing Feedback |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition | X | 8. Generating & Testing Hypothesis |
| | | | | X | 4. Practice | X | 9. Cues, Questions, & Advanced Organizers |
| | | | | X | 5. Nonlinguistic Representations | | 10. Other: |
| Assessment/Evaluation/Learning Activity: | | | | Content Standards | Process Standards | ICTL CLEs | |
| Learning Activity – Guiding Questions: <ol style="list-style-type: none"> Record purchases and cash payments Prepare a petty cash report Journalize the reimbursement of the petty cash fund Record sales and cash receipts Post to ledgers Prepare payroll records Prepare payroll taxes Prepare payroll reports Prepare a work sheet Plan work sheet adjustments Prepare an income statement Prepare a balance sheet Journalize adjusting entries Journalize closing entries Prepare a post-closing trial balance | | | | CA1 CA3 MA1 MA3 | 1.1 1.4 1.5 1.6 1.8 2.1 | 1A 1B 2A 2B 3A 3B 4A 5C | |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | | | | |
| Resources: South-Western Accounting Textbook and Workbook Manual Simulation: Unique Global Imports | | | | | | | |

Enrichment Exercises: Students will create and complete financial statements using a spreadsheet program.
Correction Exercises: Work Together and On Your Own exercises from the workbook.

Special Needs: Modify as needed according to the student's 504 plan/IEP.

| | | | | | |
|---|------------|------------------------|----------------------------|--|--|
| Course Name: Accounting II | | Grade: 11-12 | | Duration of Unit: 24 weeks | |
| Unit Title Accounting for a Merchandising Business Organized as a Corporation – Adjustments and Valuation | | | | | |
| Learning Objective/ Essential Course Outcome: Students will be able to identify the terms and concepts related to accounting for uncollectible accounts receivable, accounting for plant assets and depreciation, accounting for inventory, accounting for notes and interest, accounting for accrued revenue and expenses, and end-of-period work for a corporation. | | | | | |
| Primary Text: South-Western Accounting (Multicolumn Journal) | | | | | |
| Equity/Workplace Readiness | | | | Instructional Method (Strategy) | |
| X | Equity | X | Research | X | 1. Identify similarities /differences |
| X | Technology | X | Workplace Readiness Skills | X | 2. Summarizing/Note Taking |
| | | | | X | 3. Reinforcing Effort/ Providing Recognition |
| | | | | X | 4. Practice |
| | | | | X | 5. Nonlinguistic Representations |
| Assessment/Evaluation/Learning Activity: | | | | ICTL CLEs | |
| Learning Activity – Guiding Questions: | | | | | |
| Assessment/Evaluation Activity: Students will demonstrate skill on a formative/summative assessment. | | | | | |
| 16. Record purchases and cash payments | | | | 1A | |
| 17. Prepare a petty cash report | | | | 1B | |
| 18. Journalize the reimbursement of the petty cash fund | | | | 2A | |
| 19. Record sales and cash receipts | | | | 2B | |
| 20. Post to ledgers | | | | 3A | |
| 21. Prepare payroll records | | | | 3B | |
| 22. Prepare payroll taxes | | | | 4A | |
| 23. Prepare payroll reports | | | | 5C | |
| 24. Prepare a work sheet | | | | | |
| 25. Plan work sheet adjustments | | | | | |
| 26. Prepare an income statement | | | | | |
| 27. Prepare a balance sheet | | | | | |
| 28. Journalize adjusting entries | | | | | |
| 29. Journalize closing entries | | | | | |
| 30. Prepare a post-closing trial balance | | | | | |
| Resources: Teacher generated, published, computer and online resources to be determined. | | | | | |
| Enrichment Exercises: Students will produce more advanced Accounting documents. Refer to Level 4 scales. Correction Exercises: Work Together and On Your Own exercises from the workbook. | | | | | |
| Special Needs: Modify as needed according to the student's 504 plan/IEP. | | | | | |

APPENDIX

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which “knowledge” grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth’s biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

TURN OVER

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Note to Readers: What should high school graduates in Missouri know and be able to do? The Missourians who developed these standards wrestled with that question. In the end, they agreed that “knowing” and “doing” are actually two sides of the same coin. To perform well in school or on the job, one must have a good foundation of basic knowledge and skills. Equally important, though, is the ability to use and apply one’s knowledge in real-life situations.

These standards (73 in all) are intended to define what students should learn by the time they graduate from high school. On this side are 33 “performance” standards, listed under four broad goals. On the reverse side are 40 “knowledge” standards, listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State. These standards do not represent everything a student will or should learn. However, graduates who meet these standards should be well-prepared for further education, work and civic responsibilities.

All Missourians are eager to ensure that graduates of Missouri’s public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri’s students depends on both a solid foundation of knowledge and skills *and* the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

GOAL 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

GOAL 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one’s own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

GOAL 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

TURN OVER

Information and Communications Technology Literacy Course Expectations

The Information and Communications Technology Literacy Course-Level Expectations document began as an update of the former Information Literacy strand of Communication Arts Grade-Level and Course-Level Expectations. Early in the work it became apparent that the knowledge and skills required for proficiency in this area are not limited to one content area. Furthermore, several factors influenced the proposal to elevate this area to a separate content area. Some of those factors are:

1. The marked increase in the influence of technology in the lives of students and the world of work
2. Growing demands for an awareness of the utility—and the risks—of various uses of technology
3. The relevance of this content to all areas of study, rather than the one area of Communication Arts

This document is the result of collaboration between the Department of Elementary and Secondary Education Curriculum and Assessment section, the section of School Support Services, and Missouri educators from across the state. The working group ranged from educators at the primary grades to college level instructors, and met numerous times to carefully examine the current Information Literacy Course Expectations, as well as current research in the areas of communications and media. Those educators included classroom teachers, media specialists, directors of technology, and professors in related areas, and they are listed below.

This document is the result of their discussion and study.

Standards Alignment and Depth of Knowledge documentation is in process.

Sources:

- AASL Learning Standards 2007, <http://ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>
Information Literacy Standards for Student Learning (AASL and AECT standards),
http://www.ala.org/ala/mgrps/divs/aasl/aaslpoftools/informationpower/InformationLiteracyStandards_final.pdf
Colorado Information Literacy Standards (based on ALA standards), <http://www.cde.state.co.us/litstandards/litstandards.htm>
ISTE National Educational Technology Standards for Students,
http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007_Standards.pdf
MDHE's Curriculum Alignment Initiative - Appendix C: Draft Cross-Disciplinary Competencies, <http://www.dhe.mo.gov/casinitiative.shtml>
Massachusetts Technology Literacy Standards and Expectations, <http://www.doe.mass.edu/edtech/standards.html>
Ohio Academic Content Standards for K-12 Technology,
<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicID=1696&TopicRelationID=1707>

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| | |
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Missouri Department of Elementary and Secondary Education
Spring 2010

Information and Communications Technology Literacy

| 1 Follow an inquiry process to construct new understandings, draw conclusions, and create new knowledge | | | | |
|--|---|---|---|---|
| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| A | Follow, monitor, and evaluate inquiry process: a. Identify an information need b. Access prior knowledge relevant to the needed information c. Identify additional information to meet the need d. Locate relevant sources and select information appropriate to the problem or question e. Seek feedback from others f. Exchange knowledge and ideas in appropriate formats g. Evaluate the results h. Use critical thinking skills to adapt process, as necessary, to fulfill purpose | Follow, monitor, and evaluate inquiry process: a. Identify an information need b. Access prior knowledge relevant to the needed information c. Identify additional information to meet the need d. Locate relevant sources and select information appropriate to the problem or question e. Seek feedback from others f. Exchange knowledge and ideas in appropriate formats g. Evaluate the results h. Use critical thinking skills to adapt process, as necessary, to fulfill purpose | Follow, monitor, and evaluate inquiry process: a. Identify an information need b. Access prior knowledge relevant to the needed information c. Identify additional information to meet the need d. Locate relevant sources and select information appropriate to the problem or question e. Seek feedback from others f. Exchange knowledge and ideas in appropriate formats g. Evaluate the results h. Use critical thinking skills to adapt process, as necessary, to fulfill purpose | Follow, monitor, and evaluate inquiry process: a. Identify an information need b. Access prior knowledge relevant to the needed information c. Identify additional information to meet the need d. Locate relevant sources and select information appropriate to the problem or question e. Seek feedback from others f. Exchange knowledge and ideas in appropriate formats g. Evaluate the results h. Use critical thinking skills to adapt process, as necessary, to fulfill purpose |
| ST | 1.2, 1.5, 1.6, 1.8, 2.1, 3.4, 3.5 | 1.2, 1.5, 1.6, 1.8, 2.1, 3.4, 3.5 | 1.2, 1.5, 1.6, 1.8, 2.1, 3.4, 3.5 | 1.2, 1.5, 1.6, 1.8, 2.1, 3.4, 3.5 |
| B | Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work | Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work | Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work | Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work |
| Process Approach | | | | |
| ST | 2.3, 2.4, 2.7, 4.6 | 2.3, 2.4, 2.7, 4.6 | 2.3, 2.4, 2.7, 4.6 | 2.3, 2.4, 2.7, 4.6 |

Information and Communications Technology Literacy

| 2 Determine nature and intent of information needed | | | | |
|--|---|--|--|--|
| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| A | Identify how intended audience and purpose affect information needed | Identify how intended audience and purpose affect information needed | Identify how intended audience and purpose affect information needed | Identify how intended audience and purpose affect information needed |
| Purpose and Audience | | | | |
| ST | 1.5, 1.6, 2.3, 3.5 | 1.5, 1.6, 2.3, 3.5 | 1.5, 1.6, 2.3, 3.5 | 1.5, 1.6, 2.3, 3.5 |
| B | a. Evaluate, with minimal assistance, prior knowledge to develop questions and identify key words to focus and guide information seeking b. Revise or clarify focus questions and key words/phrases as information is gathered | a. Evaluate prior knowledge to develop questions and identify key words to focus and guide information seeking b. Evaluate, with assistance, focus questions and/or key words/phrases as information is gathered and revise or clarify as appropriate | a. Evaluate prior knowledge to develop questions and identify key words to focus and guide information seeking b. Evaluate focus questions and/or key words/phrases as information is gathered and revise or clarify as appropriate | a. Evaluate prior knowledge to develop questions and identify key words to focus and guide information seeking b. Evaluate focus questions and/or key words/phrases as information is gathered and revise or clarify as appropriate |
| Focus Questions/ Keywords | | | | |
| ST | 1.1, 1.4, 2.2 | 1.1, 1.4, 2.2 | 1.1, 1.4, 2.2 | 1.1, 1.4, 2.2 |

Information and Communications Technology Literacy

| 3 Access information efficiently and effectively | | | | |
|---|---|---|---|---|
| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| A | a. Locate multiple primary and secondary sources of various media using appropriate organizational tools b. Select material appropriate to student's reading ability | a. Locate multiple primary and secondary sources of various media using appropriate organizational tools b. Select material appropriate to student's reading ability | a. Locate multiple primary and secondary sources of various media using appropriate organizational tools b. Select material appropriate to student's reading ability | a. Locate multiple primary and secondary sources of various media using appropriate organizational tools b. Select material appropriate to student's reading ability |
| Source Selection | | | | |
| ST | 1.2, 1.4, 1.6 | 1.2, 1.4, 1.6 | 1.2, 1.4, 1.6 | 1.2, 1.4, 1.6 |
| B | Use the navigational features of sources to locate appropriate information | Use the navigational features of sources to locate appropriate information | Use the navigational features of sources to locate appropriate information | Use the navigational features of sources to locate appropriate information |
| Source Navigation | | | | |
| ST | 1.4, 2.7 | 1.4, 2.7 | 1.4, 2.7 | 1.4, 2.7 |

Information and Communications Technology Literacy

| 4 Evaluate information critically and competently | | | | |
|--|---|---|---|---|
| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| A | Analyze and evaluate media techniques used to convey the message | Analyze and evaluate media techniques used to convey the message | Analyze and evaluate media techniques used to convey the message | Analyze and evaluate media techniques used to convey the message |
| Message | | | | |
| ST | 1.5, 1.7 | 1.5, 1.7 | 1.5, 1.7 | 1.5, 1.7 |
| B | a. Analyze information to determine relevance in relationship to the topic b. Analyze impact of timeliness when selecting sources | a. Analyze information to determine relevance in relationship to the topic b. Analyze impact of timeliness when selecting sources | a. Analyze information to determine relevance in relationship to the topic b. Analyze impact of timeliness when selecting sources | a. Analyze information to determine relevance in relationship to the topic b. Analyze impact of timeliness when selecting sources |
| Relevance | | | | |
| ST | 1.7, 3.5 | 1.7, 3.5 | 1.7, 3.5 | 1.7, 3.5 |
| C | a. Analyze the source to determine its credibility b. Evaluate accuracy of information by determining whether it contradicts or verifies other sources c. Evaluate for bias, with minimal assistance, by analyzing viewpoint(s) conveyed in source d. Evaluate the copyright date of information to best meet the information need | a. Analyze the source to determine its credibility b. Evaluate accuracy of information by determining whether it contradicts or verifies other sources c. Evaluate for bias by analyzing viewpoint(s) conveyed in source d. Evaluate the copyright date of information to best meet the information need | a. Analyze the source to determine its credibility b. Evaluate accuracy of information by determining whether it contradicts or verifies other sources c. Evaluate for bias by analyzing viewpoint(s) conveyed in source d. Evaluate the copyright date of information to best meet the information need | a. Analyze the source to determine its credibility b. Evaluate accuracy of information by determining whether it contradicts or verifies other sources c. Evaluate for bias by analyzing viewpoint(s) conveyed in source d. Evaluate the copyright date of information to best meet the information need |
| Reliability | | | | |
| ST | 1.6, 1.7, 2.3 | 1.6, 1.7, 2.3 | 1.6, 1.7, 2.3 | 1.6, 1.7, 2.3 |
| D | a. Analyze and evaluate information to determine usefulness, including ability to read, comprehend and make meaning of the information. b. Analyze and evaluate gathered information for gaps and weaknesses c. Locate additional information as needed | a. Analyze and evaluate information to determine usefulness, including ability to read, comprehend and make meaning of the information b. Analyze and evaluate gathered information for gaps and weaknesses c. Locate additional information as needed | a. Analyze and evaluate information to determine usefulness, including ability to read, comprehend and make meaning of the information b. Analyze and evaluate gathered information for gaps and weaknesses c. Locate additional information as needed | a. Analyze and evaluate information to determine usefulness, including ability to read, comprehend and make meaning of the information b. Analyze and evaluate gathered information for gaps and weaknesses c. Locate additional information as needed |
| Comprehensiveness | | | | |
| ST | 1.4, 1.6, 3.5 | 1.4, 1.6, 3.5 | 1.4, 1.6, 3.5 | 1.4, 1.6, 3.5 |

Information and Communications Technology Literacy

| 5 Use information effectively and creatively | | | | |
|---|--|--|--|--|
| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| A | Record relevant information using a self-selected note-taking or organizational strategy | Record relevant information using a self-selected note-taking or organizational strategy | Record relevant information using a self-selected note-taking or organizational strategy | Record relevant information using a self-selected note-taking or organizational strategy |
| Information Recording | | | | |
| ST | 1.2, 1.4, 1.8, 2.1 | 1.2, 1.4, 1.8, 2.1 | 1.2, 1.4, 1.8, 2.1 | 1.2, 1.4, 1.8, 2.1 |
| B | Synthesize, with minimal assistance, information to make meaning (draw conclusions, formulate hypothesis, make inferences, etc.) | Synthesize information to make meaning (draw conclusions, formulate hypothesis, make inferences, etc.) | Synthesize information to make meaning (draw conclusions, formulate hypothesis, make inferences, etc.) | Synthesize information to make meaning (draw conclusions, formulate hypothesis, make inferences, etc.) |
| Information Synthesis | | | | |
| ST | 1.2, 1.4, 1.7, 1.10, 3.4, 3.5, 3.6 | 1.2, 1.4, 1.7, 1.10, 3.4, 3.5, 3.6 | 1.2, 1.4, 1.7, 1.10, 3.4, 3.5, 3.6 | 1.2, 1.4, 1.7, 1.10, 3.4, 3.5, 3.6 |
| C | a. Share information with intended audience for intended purpose using an appropriate format b. Organize information in a logical arrangement appropriate to format, audience and purpose | a. Share information with intended audience for intended purpose using an appropriate format b. Organize information in a logical arrangement appropriate to format, audience and purpose | a. Share information with intended audience for intended purpose using an appropriate format b. Organize information in a logical arrangement appropriate to format, audience and purpose | a. Share information with intended audience for intended purpose using an appropriate format b. Organize information in a logical arrangement appropriate to format, audience and purpose |
| Information Presentation | | | | |
| ST | 1.8, 2.1, 2.4 | 1.8, 2.1, 2.4 | 1.8, 2.1, 2.4 | 1.8, 2.1, 2.4 |

Information and Communications Technology Literacy

| 6 Practice ethical, legal, and safe use of information and technology | | | | |
|--|---|---|---|---|
| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| A | a. Demonstrate ethical behaviors (personal and social) when using information and technology b. Develop strategies to avoid cyber-bullying | a. Demonstrate ethical behaviors (personal and social) when using information and technology b. Develop strategies to avoid cyber-bullying | a. Demonstrate ethical behaviors (personal and social) when using information and technology b. Develop strategies to avoid cyber-bullying | a. Demonstrate ethical behaviors (personal and social) when using information and technology b. Develop strategies to avoid cyber-bullying |
| Digital Citizenship | | | | |
| ST | 2.7, 3.2, 3.3, 3.4, 4.1, 4.4, 4.7 | 2.7, 3.2, 3.3, 3.4, 4.1, 4.4, 4.7 | 2.7, 3.2, 3.3, 3.4, 4.1, 4.4, 4.7 | 2.7, 3.2, 3.3, 3.4, 4.1, 4.4, 4.7 |
| B | a. Follow copyright laws, school district policies and other regulations while accessing and using sources, including print and digital b. Practice strategies to avoid plagiarism c. Document each source using appropriate citation format (e.g., author, title, copyright, URL, publisher, and place of publication) | a. Follow copyright laws, school district policies and other regulations while accessing and using sources, including print and digital b. Practice strategies to avoid plagiarism c. Document each source using appropriate citation format (e.g., author, title, copyright, URL, publisher, and place of publication) | a. Follow copyright laws, school district policies and other regulations while accessing and using sources, including print and digital b. Practice strategies to avoid plagiarism c. Document each source using appropriate citation format (e.g., author, title, copyright, URL, publisher, and place of publication) | a. Follow copyright laws, school district policies and other regulations while accessing and using sources, including print and digital b. Practice strategies to avoid plagiarism c. Document each source using appropriate citation format (e.g., author, title, copyright, URL, publisher, and place of publication) |
| Academic Honesty | | | | |
| ST | 1.4, 1.8, 2.3, 2.7, 4.4, 4.7 | 1.4, 1.8, 2.3, 2.7, 4.4, 4.7 | 1.4, 1.8, 2.3, 2.7, 4.4, 4.7 | 1.4, 1.8, 2.3, 2.7, 4.4, 4.7 |
| C | a. Analyze consequences of online behavior, such as cyber-bullying; sharing personal information, pictures, video; ongoing subscriptions; etc. b. Practice safe, legal and ethical behaviors in personal electronic communication and interaction | a. Analyze consequences of online behavior (such as cyber-bullying; sharing personal information, pictures, and video, etc.) on employment opportunities b. Practice safe, legal and ethical behaviors in personal electronic communication and interaction | a. Analyze consequences of online behavior on scholarships, future education, and employment opportunities b. Practice safe, legal and ethical behaviors in personal electronic communication and interaction | a. Analyze consequences of online behavior on scholarships, future education, and employment opportunities b. Practice safe, legal and ethical behaviors in personal electronic communication and interaction |
| Cyber Safety | | | | |
| ST | 3.1, 4.3, 4.4, 4.7 | 3.1, 4.3, 4.4, 4.7 | 3.1, 4.3, 4.4, 4.7 | 3.1, 4.3, 4.4, 4.7 |