

# Business Department

Curriculum Review 2013

# Elective Offerings

## REQUIREMENTS FOR GRADUATION

*Board of Education Policy 5225*

To graduate from the Fairfield Public Schools a student must earn a minimum of 43 credits and meet the credit distribution requirement. A student must demonstrate the designated computer applications proficiency. Students must also meet designated levels of academic proficiency in mathematics, reading across the disciplines, and writing across the disciplines, and science.

## CREDIT REQUIREMENTS FOR GRADUATION

To meet the minimum requirements for a high school diploma, a student must earn 43 credits and achieve the following credit distribution:

English	8 credits
Math	6 credits
Science	6 credits
Social Studies (includes US History and Civics)	6 credits*
Physical Education & Health	3.2 credits (16 units)
Arts/Vocational	2 credits

\*Starting with the class of 2015, 7 credits of Social Studies will be required for graduation.

<b>COURSE OFFERINGS</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Introduction to Business	X	X		
Marketing		X	X	X
Accounting		X	X	X
Business Law		X	X	X
Business Management		X	X	X
The Business of Sports & Entertainment		X	X	X
AP Economics		X	X	X
Advanced Advertising & Design			X	X
Entrepreneurship			X	X
Internship & Career			X	X
Computer Information Systems	X	X	X	X
Computer Game Design & Programming	X	X	X	X
Robotic Programming	X	X	X	X
Web Design	X	X	X	X
AP Computer Science			X	X

# Characteristics of an Elective Program

- ◆ The Business program, as an elective, is part of very competitive free market.
- ◆ Our courses attract a wide range of students with different backgrounds and interests.
- ◆ As a result, we have designed courses that meet the needs of a variety of students.

# Growth in Enrollment

	2009	2010	2011	2012	2013
Business Management	39	43	42	71	88

	2009	2010	2011	2012	2013
Marketing	29	23	41	98	115

	2009	2010	2011	2012	2013
Introduction to Business	31	45	53	94	138

# Why this increase?

- ◆ Increased consistency between courses, leading to career paths.
- ◆ Focus on real-world skills and concepts while allowing students to apply the curriculum to their own ideas using hands-on projects and simulations.
- ◆ Create a competitive atmosphere and involve the community!



# Strengths of our Program

# Our Business Students

- ◆ Consistently demonstrate 21<sup>st</sup> century skill sets such as creativity, innovation, problem-solving, collaboration and perseverance.





# Our Business Students

- ◆ Are provided with a platform to find their niche.



# Our Business Students

- ◆ Are shown the real-world application of what they are learning in their core classes.



# Our Business Students

- ◆ Are constantly challenged to become more effective communicators.



# Testimonials

## ◆ **Ms. Nina Carter**

- ◆ FLHS Graduate - Class of 2012
- ◆ Psychology/Marketing Major – Marymount Manhattan College
- ◆ Intern: Divalysscious Moms Event Planning

## ◆ **Mr. Rod Morton**

- ◆ Parent of FWHS Student
- ◆ CEO: Rod Morton Creative and college professor
- ◆ Volunteer: Curriculum Focus Groups & FLHS Advertising Class

## ◆ **Mr. David Downie**

- ◆ Associate Professor of Politics- Yale University
- ◆ Parent of Four-Year FLHS Business Student
- ◆ Son has continued to serve on the Board of Trustees for Fairfield Scholarship Foundation after completing the Fairfield Advertising Competition

# Revisions to Curriculum

# Revisions to Curriculum

- ◆ Revisions were made in
  - ◆ Wording and Formatting
  - ◆ Unit order, length and/or sequence
- ◆ All curriculum aligns with State and National Business Standards and 21<sup>st</sup> Century Skills

# Process used

Time	Actions
2012-13 school year	Fairfield teachers reviewed current curriculum; need for additional courses assessed.
Spring –summer 2013	Fairfield teachers revised curriculum documents
Fall 2013	All Business teachers in Fairfield reviewed and provided input on curriculum documents.
Fall 2013	Parent focus groups scheduled; draft documents posted on district website.
November 21, 2013	District Curriculum Coordinating Council (CCC) reviewed and approved documents
December 10, 2013	Curriculum presented to Board of Education

## Introduction to Business

### Description

Introduction to Business and Careers is a broad-based introductory course designed to give the student exploratory experiences as they relate to the world of business. Students will explore all aspects of business through problem solving, role-playing, critical thinking, and the development of projects and activities. This course will provide students the opportunity to make intelligent career decisions. Students will learn strategies that will assist them as they develop into responsible citizens, wage-earners and consumers.

### Pacing Guide

1st Semester		2nd Semester		
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
The Economy and You  5 weeks	Owning and Operating a Business (Entrepreneurship, Management and Leadership)  5 weeks	Global and Legal Influences on Business  3 weeks	Marketing  3 weeks	Preparing for the Future  4 weeks

## Business Presentations & Public Speaking Skills



### Standards

*21<sup>st</sup> Century Skills, foundation skills, and workplace competencies.*

- Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.



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## Unit 2 – Owning and Operating a Business – Entrepreneurship, Management and Leadership

### Semester 1 -2

#### Unit Objectives

Students will be able to:

- Identify why entrepreneurs are important to the American economy.
- Identify the parts of a business plan.
- Determine the rewards and challenges of being an entrepreneur.
- Identify possible forms of financing your business.
- Determine the function of business management and the overall purpose.
- Identify different styles of leadership and scenarios in which each would be effective.
- Identify what leadership is and explain the qualities of a good leader.
- Provide examples of how technology has changed how we do business.

#### Focus Question

- What personal characteristics can help a person to be a successful entrepreneur and why?
- How has technology impacted business in how we define it and conduct it?
- List some questions to consider before starting a business.
- Why is it important to have a business plan?
- What are the pros and cons of the different financing options for a business?
- Discuss the four functions of management
- What are the advantages and disadvantages for each style of leadership?
- Why is there more to leading than giving orders?
- Identify and describe someone you believe is a good leader.

#### Assessments

- Tests
- Projects
- Quizzes

#### Skill Objectives

Students will:

- Evaluate entrepreneur concepts.
- Identify opportunities within a market place.
- Analyze the various functions of business operations.
- Explore career opportunities in Business Management
- Identify and use leadership skills in a variety of individual and group work situations.
- Research future trends in the workplace related to technology.
- Role play in various leadership and managerial scenarios.

## Unit 4 – Marketing Semester 2

### Standards

21<sup>st</sup> Century Skills, foundation skills, and workplace competencies.

- Use real- world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.

National Business Education Association ([nbea.org](http://nbea.org))

- Describe the factors that influence customer-business relationships
- Identify the elements of the Marketing Mix: Product, Price, Place, and Promotion

Connecticut Career and Technical Education

- Marketing.
  - C. Understand concepts and strategies utilized to determine and target marketing strategies to a select audience.
    - 17. Explain the concept of market and market identification.
    - 18. Explain the concept of marketing strategies.

### Unit Objectives

Students will be able to:

- Define marketing and identify the functions of marketing.
- Explain advertising and the types of media that businesses use to reach potential customers.
- Determine the importance of market segmentation.
- Identify the types of advertising media used in marketing a product or service.
- Explain the effectiveness of advertising and advertising media.

### Focus Question

- What are the elements in a marketing mix?
- What are some tools used by market researchers?
- Why do companies advertise?
- How do companies determine how to allocate their advertising budget?
- What are the different ways in which a market can be segmented?
- What are some types of media used by businesses to advertise?
- What are the questions advertisers must address in media planning?

### Assessments

- Tests
- Projects
- Quizzes

### Skill Objectives

Students will:

- Explain components of the marketing mix
- Differentiate between different types of advertising media.
- Explain how markets can be segmented.
- Evaluate effectiveness of marketing advertisements.
- Be able to go through the media planning process for a business.
- Be able to provide examples of how technology has changed how we do business.

# Changes: Marketing

## Pacing Guide

1st Marking Period		2nd Marking Period			3rd Marking Period		4th Marking Period		
September	October	November	December	January	February	March	April	May	June
Unit 1		Unit 2			Unit 3		Unit 4		
<u>Introduction</u>		<u>Advertising</u>			<u>Selling</u>		<u>Product &amp; Service Management - Branding</u>		
5 weeks		14 weeks			9 weeks		9 weeks		



## Pacing Guide

1st Marking Period		2nd Marking Period			3rd Marking Period		4th Marking Period		
September	October	November	December	January	February	March	April	May	June
Unit 1		Unit 2			Unit 3		Unit 4		
<u>Introduction to Marketing</u>		<u>Promotion</u> (Sales Promotions, Public Relations, Visual Merchandising)			<u>Advertising</u> (Advertising Media and Print Advertising)		<u>Product &amp; Service Management</u> (Product Planning, Pricing Strategies, Market Research, Branding & Packaging, Advertising)		
8 weeks		12 weeks			8 weeks		12 weeks		

# Changes: Accounting

Pacing Guide									
1st Marking Period		2nd Marking Period		3rd Marking Period			4th Marking Period		
September	October	November	December	January	February	March	April	May	June
Unit 1	Unit 2	Unit 3		Unit 4	Unit 5		Unit 6		
<a href="#"><u>Overview of the Accounting Profession</u></a>	<a href="#"><u>Analyzing a Proprietorship using Accounting Equation</u></a>	<a href="#"><u>Analyzing, Journalizing and Posting Transactions for a Service Business</u></a>		<a href="#"><u>Completing Accounting Cycle for Service Business</u></a>	<a href="#"><u>Journalizing and Posting Transactions for Merchandising Business</u></a>		<a href="#"><u>Payroll and Personal Taxes</u></a>		
1 ½ weeks	4 ½ weeks	6 weeks		7 weeks	8 weeks		7 weeks		



Pacing Guide									
1st Marking Period		2nd Marking Period		3rd Marking Period			4th Marking Period		
September	October	November	December	January	February	March	April	May	June
Unit 1	Unit 2	Unit 3		Unit 4	Unit 5		Unit 6		
<a href="#"><u>Overview of the Accounting Profession</u></a>	<a href="#"><u>Analyzing a Proprietorship using Accounting Equation</u></a>	<a href="#"><u>Analyzing, Journalizing and Posting Transactions for a Service Business</u></a>		<a href="#"><u>Completing Accounting Cycle for Service Business</u></a>	<a href="#"><u>Journalizing and Posting Transactions for Merchandising Business</u></a>		<a href="#"><u>Payroll and Personal Taxes</u></a>		
4 ½ weeks	4 ½ weeks	6 weeks		7 weeks	8 weeks		4 weeks		

# New Classes

- ◆ **Financial Literacy**

- ◆ Grades 10, 11, 12

- ◆ **Introduction to Investing & Finance**

- ◆ Grades 11, 12

# Why Is Financial Literacy Important?

- ◆ 7 in 10 college seniors graduated with debt last year
  - ◆ Average debt per borrower: \$29,400
- ◆ Young adults between 20 and 24 represent the fastest growing segment of bankruptcy filings
  - ◆ The rate of college graduates filing for bankruptcy went up 20% in 2011

Source:

Jumpstart: Making the Case for Financial Literacy

The Project on Student Debt

# FINANCIAL LITERACY

## Description

Financial literacy is defined as the ability to read, analyze, manage and communicate about the personal financial conditions that affect material well-being. It includes the ability to discern financial choices, discuss money and financial issues without (or despite) discomfort, plan for the future and respond competently to life events that affect every day financial decisions, including events in the general economy.

## Course Overview

### Course Goals

Students should:

- Be informed and prepared to be prudent managers of financial resources, enabling them to achieve long- and short-term financial goals and security.
- Demonstrate an understanding of personal financial planning and sound money management skills.
- Actively participate in and understand management of personal savings and investments.
- Accept responsibility for and understand personal and societal consequences of financial decisions.

### Essential Questions

- What short-term strategies can I utilize to help me reach my long-term goals?
- How can I ensure that I will have a financially sound future?
- What consequences does financial irresponsibility have on my personal situation as well as society?

### Assessments

*Common Assessments*

*Skill Assessments*

## Pacing Guide

1st Marking Period

2nd Marking Period

Month 1

Month 2

Month 3

Month 4

Month 5

Unit 1

Unit 2

Unit 3

Unit 4

[Decision Making & Goals](#)

[Earnings and Withholdings](#)

[Principles of Money Management](#)

[Saving, Investment & Retirement Planning](#)

3 weeks

10 weeks

4 weeks

2 weeks

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# Introduction to Investing and Finance

## Description

This course will introduce students to the fundamentals of sound investing practice. Students will learn about the time value of money, compound interest, and how investing wisely over long time periods can lead to financial independence and security. Students start by learning about the importance of saving and the power of compound investment returns. We then focus on the trade-off between risk and rewards while we assess the advantages and disadvantages of investing in cash, bonds, stocks, and other investment categories. Finally, we learn about the value of diversification and asset allocation in investing. This allows students to evaluate a broad range of investment options running from individual stock bond investing to mutual fund investing.

## Course Overview

### **Course Goals**

Students should be able to:

- Explain the importance of saving and compounding for investing.
- Compare the advantages and disadvantages of different investment options (cash, stocks, bonds, etc.)
- Analyze the benefits of diversification on investment returns.
- Appraise the risk vs. reward tradeoff of any investment.
- Create and design an investment portfolio consistent with their risk appetite.

### **Essential Questions**

- Why is the ability to save so important to successful investing?
- What are the different investment options available and how do they differ?
- How does diversification help the investor?
- What is risk?
- How do risk and reward relate?
- How do you design an investment plan given your individual risk appetite?

### **Assessments**

*Common Assessments*

*Skill Assessments*

- PowerPoint Presentations
- Case Studies
- Projects
- Written assessments

## Pacing Guide

1st Marking Period

2nd Marking Period

Month 1

Month 2

Month 3

Month 4

Month 5

Unit 1

Unit 2

Unit 3

Fundamentals of Investing  
(Saving, Compounding, Risk and  
Reward, Taxes)  
5 weeks

Types of Investments  
(Cash, Bonds, Stocks, Real Estate)  
8 weeks

Diversification and Asset Allocation  
(Diversification, Mutual Funds, Asset  
Allocation)  
7 weeks



# Implementation Cost

- ◆ Summer work to develop common assessments and implementation guides

120 hours @ 38.76 per hour = \$4651.20

- ◆ Purchase textbooks for new Financial Literacy course

- ◆ 40 students (estimated) @ \$37.50 per student  
= \$1500.00

# Becoming Money \$mart: A Simulation for Financial Decision Making



[Request Preview](#)

**By: Judi Deatherage**

ISBN: 978-1-60525-470-8

Format: Softcover

Copyright: © 2012

Subject: Finance

Grade Level: 8-14

Retail Price: \$50.00

School Price: \$37.50



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11. Your Financial Future: You Make the Choice

# Evaluation of New Curriculum

- ◆ Evaluation of common assessments that measure student mastery of key concepts as well as consistent implementation of the curriculum.
- ◆ Observations by school-based administrators focused on content, delivery and assessment of curriculum.
- ◆ Student enrollment in these elective courses.
- ◆ Feedback from professionals in the field as well as graduates of our high schools.

# Thank You!

