

School District of Holmen

*Business & Information
Technology (BIT),
Marketing Management &
Entrepreneurship
Curriculum*

2011-12



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Executive Summary

The Business & Information Technology (BIT) Marketing Management & Entrepreneurship educators have worked to develop a curriculum that provides a framework for CTE education and student learning in the School District of Holmen. This document is a road map for teachers, administrators, parents and students. It includes district and content specific information. It is a guide that focuses on student learning by defining a vision and curriculum aligned to the state standards and includes vocabulary and strategies essential for understanding. The result is a dynamic document that supports student achievement in the District.

The main part of the curriculum is divided by content area and grade level. The curriculum for each course outlines what the student should know or be able to do. It is student-focused, defining competencies, embedding standards, and outlining assessment expectations.

- Competencies are the broadest skills, knowledge or attitudes that tell students what primary intended outcomes they will learn. These competencies are developed from state standards, test objectives, textbooks, curriculum guides, and other professional sources. They are student centered, observable, and measurable.
- Assessment expectations establish the acceptable level of performance based on district criteria by grade level or discipline.

The former State Superintendent of Public Instruction, John Benson, stated that “fundamental to every child’s success in school is a clear set of expectations for academic accomplishment. It should be no mystery to parents and community members what educators expect students to know and be able to do.” If we are successful at defining curriculum, using a variety of instructional strategies, and evaluating students through on-going assessments, no children should be left behind and all students should succeed.

From Instructional Services

District Information

SCHOOL DISTRICT POLICY STATEMENT

FILE: AD

School District of Holmen SECTION: A

Holmen, WI 54636 FOUNDATIONS & BASIC COMMITMENTS

EDUCATIONAL PHILOSOPHY STATEMENT

The School District of Holmen exists for the purpose of providing the best possible educational programming with available resources for the youth of the District and for the community. The District will operate under democratic principles, with decisions made in a democratic manner by a representative board elected by the people of the District.

The Board is aware of its commitment to the State of Wisconsin in carrying out the mandates and expectations in the area of education, recognizing that education is a state as well as a local responsibility. To that end, the Board shall strive to represent the State of Wisconsin as well as the School District of Holmen in making decisions regarding the educational program. The wishes and expectations of the community shall be continuously assessed by citizen input and informal contacts with the citizens of the School District. Channels of information shall be kept open to make sure that citizen's voices may be heard.

The District exists for all the youth of the community. In its planning, the Board, administration and faculty shall be aware of the needs of all children and shall strive to establish goals and programs that meet such needs to the greatest extent possible. The District does not exist for any special interest groups or individuals and the Board, administration, and faculty shall strive to make sure that decisions and programs reflect the main consensus of community wishes.

Each individual student is seen as a unique person with great potential and possessing talents and abilities which he/she should be encouraged to develop as much as possible. The District shall provide programming with as much breadth as possible to foster such development. The District through the Board, administration, and faculty and all other staff shall attempt to provide quality schools where good moral standards, patriotism, respect of fellow man, respect for scholarship and achievement prevail, not only in the example set by the workers in the schools, but also in the expectations placed upon the students.

Cross Ref AE, District Goals and Objectives
 JB, Equal Educational Opportunities

Approved: March 1984

Reviewed and Approved: 2002

District Vision Statement

Educating Every Student to Achieve Global Success

District Mission Statement

Educate and inspire students today and prepare them for tomorrow by:

- ▶ **Ensuring that all students learn at high levels.**
- ▶ **Developing the following 21st Century Skills:** innovation, creativity, collaboration, communication, initiative, problem-solving, critical thinking, leadership, self-direction, responsibility, interpersonal skills, cross-cultural skills, and computer and media literacy.
- ▶ **Achieving a deeply held partnership with the entire community.**
- ▶ **Operating and acting in a fiscally responsible manner while ensuring well-rounded educational experiences.**

Strategic Objectives

Strategic Objective #1 Student Learning:

Strategic Objective #2 Communication:

Strategic Initiative #3 Fiscal Responsibility:

Strategic Initiative #4 Improvement Capacity:

LEARNER GOALS

The School District of Holmen is a system that empowers the community. This is accomplished through continuous improvement, enhancement of self-worth, and optimization of student performance. The focus for each student is on joy in learning, optimization of student performance, and preparation in life skills. Therefore, in the Holmen School District, **THE LEARNER WILL:**

1. Build a substantial knowledge base.

Students will build a solid knowledge base developed from challenging subject matter in computer/information, technology, environmental education, fine and performing arts, foreign language, health, language arts, mathematics, physical education, reading, science, social studies, and vocational education.

2. Develop thinking and communication processes.

Students will develop a command of thinking processes (analysis, creative thinking, problem solving, decision making, visualizing, concept development) that permit them to interpret and apply the knowledge base. Communication processes (listening, speaking, reading, writing, viewing, image making, and other symbolizing) enable them to communicate thoughts with others.

3. Apply knowledge and processes.

Students will build upon knowledge and apply learning processes to create new ideas and understanding, enhance human relations, expand awareness, and enrich human experiences.

4. Acquire the capacity and motivation for life-long learning.

Students will develop their natural curiosity to acquire habits of inquiry and a love for learning which will motivate them to continue learning throughout their lives.

5. Develop physical and emotional wellness.

Students will acquire the attitudes, knowledge, and habits to grow physically and emotionally healthy, develop self-esteem and confidence, and exhibit a healthy life style.

6. Develop character.

Students will exhibit personal characteristics, such as compassion, conviction, curiosity, ethics, integrity, motivation, and responsibility.

7. Be a responsible citizen.

Students will possess and exercise the knowledge and processes necessary for full participation in the family, civic, economic, and cultural life of a complex interdependent, global society. Students will acquire an understanding of the basic workings of all levels of government, understanding the duties and responsibilities of citizenship. Students will make a commitment to the basic values of our government including a reverence and respect for the history of the American flag, the Declaration of Independence, the U.S. Constitution and the constitution and laws of this state, and acquire a knowledge of state, national, and world history.

8. Be prepared for productive work.

Students will acquire knowledge, capabilities, and attitudes necessary to make them contributing members of a dynamic national and world economy, and prepare them for the transition from school to work.

9. Respect cultural diversity and pluralism.

Students will demonstrate the knowledge and attitudes necessary to understand and respect individuals and multi-cultural diversity, and to work cooperatively with all people.

10. Develop aesthetic awareness.

Students will become aware and be able to generate those forms of experience that have artistic and aesthetic meaning.

WISCONSIN TEACHER STANDARDS & LICENSURE
Wisconsin's 10 Standards for Teacher Development and Licensure

These standards become the basis of teacher licensing after August 31, 2004. The entire document, which includes knowledge, skills and dispositions under these standards, can be found on DPI's website - <http://www.dpi.state.wi.us/dpi/dlsis/tel/pdf/10kdp.pdf>

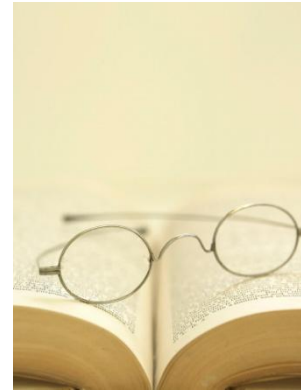
1. **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.
2. **Teachers know how children grow.** The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social and personal development.
3. **Teachers understand the children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and **can adapt instruction to meet the diverse needs** of pupils, including those with disabilities and exceptionalities.
4. **Teachers know how to teach.** The teacher understands and **uses a variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
5. **Teachers know how to manage a classroom.** The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. **Teachers communicate well.** The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
7. **Teachers are able to plan different kinds of lessons.** The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, and the community and curriculum goals.
8. **Teachers know how to test for student progress.** The teacher understands and **uses formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
9. **Teachers are able to evaluate themselves.** The teacher is a **reflective practitioner** who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Teachers are connected with other teachers and the community.** The teacher **fosters relationships** with school colleagues, parents and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.

School District of Holmen

2011-12

SCHOOL BOARD OF EDUCATION MEMBERS (as of 2/2012)

Tim Medinger - President
Elizabeth Kamprud – Vice President
Anita Jagodzinski - Clerk
Gary Dunlap – Treasurer
Cheryl Hancock
Joe Gittens
Kari Treadway



ADMINISTRATION

Dr. Dale Carlson, District Administrator
Wendy Savaske, Director of Instructional Services
Julie Krackow, Director of Pupil Services
Jay Clark, Associate District Administrator
Joanne Stephens, Evergreen Elementary Principal
Patrice Tronstad, Prairie View Elementary Principal
Brian Oberweiser, Sand Lake Elementary Principal
Bonnie Striegel, Viking Elementary Principal
Ryan Vogler, Middle School Principal
Keri Holter, Middle School Associate Principal
Bob Baer, High School Principal
Darcy Lindquist, High School Associate Principal
Nick Weber, High School Associate Principal
Linzi Gronning, Activities / Athletic Director

*School District of Holmen
Board of Education Action Regarding
State Standards for
Business & Information Technology (BIT), Marketing
Management and Entrepreneurship (MME)*

Action was taken by the School Board of Holmen School Board on Monday, May 18, 1998, to adopt the following:

Adoption of the Wisconsin State Standards (CI98-017)

The Holmen curriculum process includes the steps of aligning the curriculum to the Wisconsin State standards, the WSAS testing criteria, as well as what should be included locally. Therefore, the State Standards would be adopted by the District as part of a process to meet the students' needs.

BE IT RESOLVED that the Board of Education approve the adoption of the Wisconsin State Standards as part of a process to meet the students' needs as recommended. Motion by D. Berg. Second by G. Dunlap. Motion carried 6/0.





School District of Holmen

Department Vision Statement

The Holmen Marketing and Business program will provide students the tools in their quest to succeed in a dynamic and global economy.

Mission Statement

In order to achieve the vision, our Department will:

Work together so all students learn the necessary 21st century skills to succeed in business and everyday life.

School District of Holmen

CTE Staff

Business and Information Technology
Heather Breske
Nate Casey
Kristi Johnson
Laura Johnson
Amy McCutchen
Scott Shriver
Chris Sullivan
Nick Weber

Administrator & Instructional Services Liaison:

Wendy Savaske, Instructional Services Director

Bob Baer, Administrator to CTE

Doug Burge, Instructional Services Liaison

Timeline for CTE Curriculum Writing

September, 2010	Began self-study process with planning session
December, 2010	<p>Site visits to Portage, Onalaska, Menomonie, Sun Prairie and Monona Grove to review other marketing and business programs.</p> <p>External evaluator from UW_STOUT reviewed and evaluated middle school and high school business departments.</p> <p>External evaluator from Western Technical College reviewed and evaluated high school marketing department.</p>
January, 2011	<p>Surveyed current business students.</p> <p>Surveyed current marketing students.</p>
February, 2011	<p>Conducted an advisory committee meeting to review college and industry trends.</p> <p>Studied elementary keyboarding instruction.</p>
Winter, 2011	Analyzed all data to identify strengths and opportunities.
March, 2011	Finalized report
May, 2011	Presented self-study findings to Curriculum Council and School Board of Education.
Fall 2011 to Winter 2012	Revised curriculum by infusing state and national standards into our updated curriculum

Marketing and Business Staff Recommendations

Overall Planning for Improvement

The Marketing and Business Department will continue to move forward as one department with four quadrants to the department. We'll continue to collaborate with curriculum and focus on one student organization.

From the results of external evaluations, survey results, site visits, and advisory committee meeting the marketing and business staff has identified the following recommendations:

STRATEGIC INITIATIVE 1 - STUDENT ACHIEVEMENT & LEARNING	
Recommendations	<ul style="list-style-type: none"> a. Change current 9 week Building Wealth class to 18 weeks b. Remove current Adv. Computer Applications and Adv. Keyboarding and replace with Presentations 2.0 c. Create a 9 week Basic Accounting course d. Rename the current transcribed Accounting course College Accounting e. Add a business management course titled The CEO f. Have a certified business teacher teach elementary keyboarding g. Improve the school store to allow for work-based learning experiences to take place h. Provide opportunity for middle school students to practice classroom skills through DECA competitive events
Timeline for Implementation	<p>Have new courses approved by curriculum council Fall 2011</p> <p>New courses would be offered for the 2012-2013 school year</p> <p>Certified business teacher would begin teaching elementary keyboarding for the 2012-2013 school year</p> <p>School store improvements and middle school DECA competition would be planned during 2011-2012 year and implemented during 2012-2013 school year</p>
Shared Involvement for Implementation	<p>Recommendations a-e: curriculum would be written by high school business teachers</p> <p>Recommendation f: new business staff to be hired for 2012-2013 school year</p> <p>Recommendation g: implementation would be done by high school marketing teachers</p> <p>Recommendation h: implementation would be done by high school marketing and middle school business teachers</p>

Action Taken To Date	<p>a. Building Wealth has been approved as an 18 week course</p> <p>b.- f. In progress</p> <p>g. Working with transition students to open a business venture in the school store and exploring after school food options</p> <p>h. DECA students presented on the forms of business ownership to all business classes at the middle school</p>
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STRATEGIC INITIATIVE 2 - COMMUNICATION & PARENT AND COMMUNITY INVOLVEMENT	
Recommendations	Continue to build relationships and experiences with businesses and parents
Timeline for Implementation	Ongoing
Shared Involvement for Implementation	Everyone
Action Taken To Date	<p>Career and Tech Ed. Newsletter was sent to area businesses and community members</p> <p>DECA newsletter was sent to all parents</p> <p>Parents judged at DECA Districts at UW-Stout</p> <p>Numerous field trips with Entrepreneurship and Sports and Entertainment classes</p> <p>Partnership with Junior Achievement</p> <p>Advisory committee</p>
STRATEGIC INITIATIVE 3 - STAFF DEVELOPMENT AND PROFESSIONAL PRACTICES	
Recommendations	Continue having staff attend WBEA, MEA, Conclave conferences
Timeline for Implementation	Ongoing
Shared Involvement for implementation	Everyone

Action Taken To Date	<p>Two instructors attended the WMEA Fall Conference</p> <p>One instructor attended the WICPA High School Accounting Symposium</p> <p>One instructor is a member of the DECA Center Board</p> <p>One instructor is a member of the DECA Board of Directors</p> <p>Attendance at a variety of CESA Networking Nights</p> <p>One instructor is on the state task force for rewriting career and tech ed. curriculum</p>
PROGRAM DEVELOPMENT (FACILITY AND FINANCIAL SUPPORT)	
Recommendations	<p>Middle school needs:</p> <ul style="list-style-type: none"> • New Computers • 60 computers • 30 monitors • 2 Smartboards • Class Setup • Arrangement for computer and work area • Color Printer • Video Editing Software • 2 Digital Cameras • Scanner • Photo Editing Software • New teacher workstations (2) • Ipods <p>High School needs:</p> <ul style="list-style-type: none"> • New layout for 2 computer labs (computer tables) • 5 Mounted Smartboards or Mimios (each classroom) • Mobile laptop lab • Wireless keyboards and mice for teacher stations (4) • Printers (1 color and 1 black and white) • Updated computers for marketing classrooms (8) • Updated computers for 1 business lab (11) • POS system for school store • Surveillance system for school store
Timeline for Implementation	By 2012-2013 school year
Shared Involvement for Implementation	District resources
Action Taken To Date	Financial needs remain unmet at this time

Middle School Curriculum



The Middle School Business Curriculum meets the needs of the 21st Century Learner and incorporates state and national standards as well as aligns with Common Core Standards.

The students will have many opportunities to learn about business through various hand-on real world experiences by integrating technology into various projects. Students learn these various computer applications and keyboarding skills in 6th and 7th grade. They will be provided with experiences to help them become life-long learners. This document is a framework for our students, as 21st century learners.

Holmen Middle School Course Offerings of Business and Information Technology

The Holmen Middle School Business Education curriculum is meant to develop independent learners, creative and critical thinkers, and skillful communicators.

Grade 6

Keyboarding

Grade 7

Computer Applications -- this is an elective class

Grade 8

Business Exploration I -- this is an elective class

Business Exploration II -- this is an elective class (*Prerequisite: Business Exploration I*)

Course Name: Keyboarding

Developers: Business & Marketing Department

Development Date: 2011-2012

Instructional Level: 6

Course Description:

Keyboarding will meet every other day for one semester. Students will learn proper keyboarding techniques. The students will also work on skill building activities to increase speed and accuracy. Two computerized programs will be used to allow the students to individually increase their speed and accuracy. The importance of keyboarding skills is reinforced throughout the semester to show their necessity in school and when they go out into the workforce.

- **What do students need to know?** Students will have an understanding of the proper keyboarding techniques and correct fingering.
- **How will students learn?** Students will learn through a variety of methods including the Ainsworth and Microtype keyboarding programs as well as various Internet keyboarding programs.
- **How will they as students, and we as educators, know they are learning?** Students will be assessed using a variety of methods such as formal and informal assessments.

Essential Learning Outcomes

- Demonstrate proper keyboarding technique
- Increase speed 20% from initial evaluation
- Maintain 90% accuracy level

State Standards for this Concept	Targets	Strategies/Assessment
B.4.4 Develop touch keyboarding techniques B.4.6 Compose simple information using a keyboard (see LA E.4.1, B.4.1) B.8.5 Demonstrate touch keyboarding skills at acceptable speed and accuracy levels B.8.6 Use word processing software to compose, organize, and edit information B.12.3 Enter and manipulate data using the touch method on a ten-key pad N C3. Technological Communication: Use technology to enhance the effectiveness of communication. N M8. Technology and Information Management: Utilize information and technology tools to conduct business effectively and efficiently.	<ul style="list-style-type: none"> • Students will use proper touch keyboarding techniques • Students will demonstrate a working knowledge of basic word processing functions and proofreading. • Students will develop composing skills at the keyboard. • Students will achieve a minimum of 35 words per minute by the end of 8th grade. • Students will exhibit keyboarding competency in other curriculum areas. 	<ul style="list-style-type: none"> • Timing tests and assessments in Ainsworth and Microtype programs. • Internet Software typing programs.

Course Name: Computer Applications

*Developers: Business & Marketing
Department*

Development Date: 2011-2012

Instructional Level: 7

Course Description:

Computer Applications will meet every other day for one semester. Students will be introduced to many of the Microsoft Office programs including Word, Excel, PowerPoint, and Publisher as well as various other Computer Applications. The students will learn various tools and applications that will assist them in enhancing school projects now and in the future.

- **What do students need to know?** Students will have an understanding of the functions and foundations of basic computer applications be able to display these concepts through coursework.
- **How will students learn?** Students will learn through a variety of methods including projects, activities, discussions, handouts, and lecture.
- **How will they as students, and we as educators, know they are learning?** Students will be assessed using a variety of methods such as formal and informal assessments, presentations, etc.

Essential Learning Outcomes

- Improve keyboarding speed and accuracy
- Introduce the basics of Microsoft Office applications
- Understand how to create and create art using various technologies

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
B.8.4 Explain when to use word processing, spreadsheet, database, and desktop publishing software B.8.5 Demonstrate touch keyboarding skills at acceptable speed and accuracy levels B.8.6 Use word processing software to compose, organize, and edit information B.8.7 Use spreadsheet software to create, store, retrieve, update, and delete data B.8.8 Use database software to store and manipulate data B.8.9 Proofread and edit documents B.8.12 Use the Internet to obtain information B.12.1 Access, navigate, and use on-line	<ul style="list-style-type: none"> • Apply tips for using Microsoft Word, Excel, Publisher and PowerPoint more efficiently. • Develop website 	<ul style="list-style-type: none"> • Business/Celebrity Letter Assignment • Word Drawing Tools Creation • Website Design through Weebly • Excel Worksheet/Formulas • Publisher: <ul style="list-style-type: none"> ○ Brochure ○ Cards ○ Calendar ○ Flyer • Formatting Documents • PowerPoint

<p>services</p> <p>B.12.3 Enter and manipulate data using the touch method on a ten-key pad</p> <p>B.12.4 Import text and graphics from other software programs</p> <p>B.12.13 Use desktop publishing software to create documents (see LA E.8.3)</p> <p>B.12.14 Use common features of multimedia software</p>		
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Course Name: Business Exploration I

Developers: Business & Marketing Department

Development Date: 2011-2012

Instructional Level: 8

Course Description:

Business Exploration I is an every other day semester course in which students will be introduced to the world of business. This course will enable students to participate in a hands-on experience of running a business and school store (Viking Shop). The class will organize as a business allowing the students to research a product to sell, produce the product and organize sales. The students will learn through this experience how business decisions are made and how a business is run.

- **What do students need to know?** Students will have an understanding of the functions and foundations of business and be able to display these concepts through coursework.
- **How will students learn?** Students will learn through a variety of methods including projects, activities, discussions, speakers, handouts, and lecture.
- **How will they as students, and we as educators, know they are learning?** Students will be assessed using a variety of methods such as formal and informal assessments, written exams, presentations, etc.

Essential Learning Outcomes

- Discover the components of running a business
- Introduction to business ownership
- Introduction to stock market basics

State Standards for this Concept	Targets	Strategies/Assessment
A.8.1 Write, edit, and revise business correspondence, outlines, summaries, and reports using correct grammar, mechanics, and word usage (see LA B.8.1, B.8.2) A.8.13 Make introductions in a variety of situations A.8.14 Describe the steps of problem-solving negotiation A.8.15 Describe the characteristics of an effective team A.12.1 Use a variety of references and	<ul style="list-style-type: none"> • Learn how a business operates • Operate a Business • Develop Marketing Plan • Website Design • Introduction to Stock Market • Business Research 	<ul style="list-style-type: none"> • Develop Business Plan for running school store • Implementation of sales strategies • Develop Marketing Plan <ul style="list-style-type: none"> ○ Logo Creation ○ Advertisement Creation ○ Film/Edit Commercial ○ Product Creation ○ Business Presentation • Business Website Design through Weebly • Stock Portfolio

<p>resources (electronic and printed) for the purpose of writing business documents (see LA B.12.1, F.12.1, F.8.1)</p> <p>C.8.2 Make change in a sales transaction</p> <p>C.8.4 Verify the accuracy of financial calculations</p> <p>D.4.3 Identify factors that can influence the prices of goods and services</p> <p>D.8.5 Apply economic concepts to consumer decision making, buying, saving, and investing (see SS D.8.1)</p> <p>E.8.7 Contrast the differences among corporations, sole proprietorships, and partnerships</p> <p>E.8.8 Discuss major components of a business plan</p> <p>E.8.9 Describe major business activities that occur in any business</p> <p>E.8.11 Explain the basic operations of a small business</p> <p>F.8.1 Explain the difference between promoting and selling</p>		<ul style="list-style-type: none"> ○ Excel Worksheet ○ Company research • Research assignment on Teens Role In Business • Fortune 500 Company research and presentation
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Course Name: Business Exploration II

Developers: Business & Marketing Department

Development Date: 2011-2012

Instructional Level: 8

Course Description:

The second semester, every other day course will dig deeper into the world of business. Through various hands on projects, students will develop a product and marketing plan and execute that plan through various marketing materials including brochures, advertisements and commercials. Students will also be introduced to the means through which other companies market their products, and see firsthand the processes they go through. Students will also be introduced to the stock market. Students will create a stock portfolio to invest in for the semester.

- **What do students need to know?** Students will have an understanding of the functions and foundations of business as well as develop a Marketing/Business Plan, and be able to display these concepts through coursework.
- **How will students learn?** Students will learn through a variety of methods including projects, activities, discussions, speakers, handouts, and lecture.
- **How will they as students, and we as educators, know they are learning?** Students will be assessed using a variety of methods such as formal and informal assessments, written exams, presentations, etc.

Essential Learning Outcomes

- Discover the components of running a business
- Introduction to business ownership
- Introduction to stock market basics

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
A.8.1 Write, edit, and revise business correspondence, outlines, summaries, and reports using correct grammar, mechanics, and word usage (see LA B.8.1, B.8.2) A.8.13 Make introductions in a variety of situations A.8.14 Describe the steps of problem-solving	<ul style="list-style-type: none"> • Learn how a business operates • Operate a Business • Develop Marketing Plan • Website Design • Introduction to Stock Market • Business Research 	<ul style="list-style-type: none"> • Develop Business Plan for running school store • Implementation of sales strategies • Develop Marketing Plan <ul style="list-style-type: none"> ○ Logo Creation ○ Advertisement Creation ○ Film/Edit Commercial

<p>negotiation</p> <p>A.8.15 Describe the characteristics of an effective team</p> <p>A.12.1 Use a variety of references and resources (electronic and printed) for the purpose of writing business documents (see LA B.12.1, F.12.1, F.8.1)</p> <p>C.8.2 Make change in a sales transaction</p> <p>C.8.4 Verify the accuracy of financial calculations</p> <p>D.4.3 Identify factors that can influence the prices of goods and services</p> <p>D.8.5 Apply economic concepts to consumer decision making, buying, saving, and investing (see SS D.8.1)</p> <p>E.8.7 Contrast the differences among corporations, sole proprietorships, and partnerships</p> <p>E.8.8 Discuss major components of a business plan</p> <p>E.8.9 Describe major business activities that occur in any business</p> <p>E.8.11 Explain the basic operations of a small business</p> <p>F.8.1 Explain the difference between promoting and selling</p> <p>F.8.2 Contrast different types of promotional campaigns</p> <p>F.8.3 List factors that influence consumers to buy</p> <p>F.8.4 Explain the purposes of promotion</p>	<ul style="list-style-type: none"> • Develop a Marketing /Business Plan 	<ul style="list-style-type: none"> ○ Product Creation ○ Business Presentation • Business Website Design through Weebly • Stock Portfolio <ul style="list-style-type: none"> ○ Excel Worksheet ○ Company research
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Instructional Strategies and Assessment Information

The Career and Tech area is currently infusing the Common Core Standards into the curriculum. Curriculum and assessment are connected by the teaching and learning that takes place day to day and year to year. The improvement of integrated language arts achievement for all students requires effective teaching in all classrooms. Effective teaching means that students use a variety of processes to deepen their understanding, engage in thoughtful conversations and reflection, and connect previous learning and strategies to new knowledge. These processes on the following pages will be used in classrooms across the District. An example of this would be the current Language Arts initiative using the MEL-CON model for teaching writing across the curriculum.

Vocabulary Instruction

A SIX-STEP PROCESS FOR TEACHING ACADEMIC VOCABULARY

1. Provide a description, explanation or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words.
3. Ask students to construct a picture, symbol, or graphic representing the term or phrase.
4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms.

Source: *Building Academic Vocabulary*, Marzano and Pickering, ASCD, 2005.

High School

Curriculum



High School Curriculum

The Marketing and Business Curriculum meets the needs of the 21st Century Learner and incorporates state and national standards as well as aligns with Common Core Standards.

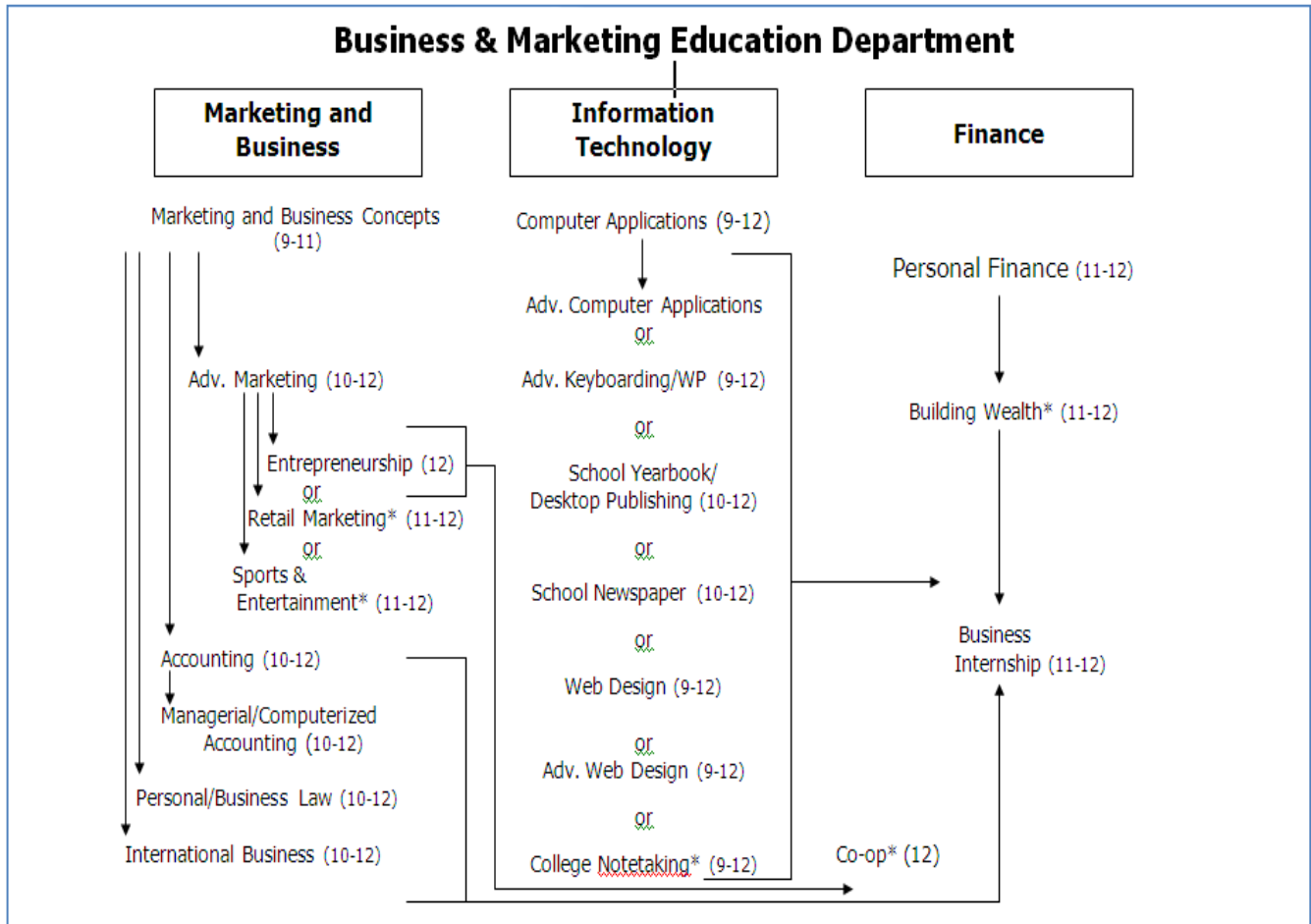


The students will have many opportunities to learn about marketing and business concepts and how they apply to the world of work. They will be provided with experiences to help them become life-long learners. This document is a framework for our students, as 21st century learners.

Holmen High School

Business and Marketing Education

Current Program Description



COURSE NAME: ENTREPRENEURSHIP

*Developers: Business & Marketing
Department*

Development Date: 2011-2012

Instructional Level: 12

Course Description:

This course allows students to explore the operations, legal requirements, financing, and start-up steps to operate a small business enterprise. Students will open a store in an actual business setting prior to completion of the course. Students must pass the first half of the course to continue in class the following term. This is a lab class therefore, space will be limited. Outside class time is required for the model store portion of the class. All students in this class have the opportunity to be involved in the student organization DECA. This organization allows students to utilize classroom instruction in real life situations. These situations may include such things as competitions, business field trips, challenge course, social outings, civic projects, etc.

- **What do students need to know?** Students need to have an understanding of the fundamentals of business ownership in order to open, operate, and evaluate a model store project.
- **How will students learn?** Students will learn through a variety of teaching strategies including having a student driven experience which connects to essential learning outcomes.
- **How will they as students, and we as educators, know they are learning?** Assessments will prove what students have learned and what they have learned. A variety of assessment methods and strategies will be used including reflection and peer evaluations. The ultimate assessment will be the model store project where students display what they have learned throughout three years of marketing classes.

Essential Learning Outcomes

- Describe entrepreneurship and the impact it has on our economy
- Design an entrepreneurship promotion project
- Plan, open, and evaluate a Model Store
- Make vocational choices based on the knowledge of marketing occupations, personal abilities, interests, and needs
- Know the 3 forms of business ownership
- Identify the different types of corporations
- Create a mission statement, employee handbook, and schedule
- Know how to create mass media pieces including: radio, TV, newspaper, social media, direct mail, outdoor, etc.
- Students will be informed on current events happening in the marketplace

Instructional Area: Professional Development

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
<i>PD:251 (CS) Follow rules of conduct</i> <i>PD:254 (SP) Determine the nature of organizational goals</i> <i>PD:255 (SP) Ascertain employee's role in meeting organizational goals</i>	<ul style="list-style-type: none"> • <i>Identify goals for the model store.</i> • <i>Set mission and vision statement.</i> • <i>Create an employee handbook.</i> • <i>Develop an instrument to evaluate all employees based on the guidelines set.</i> 	<ul style="list-style-type: none"> • Students will develop an employee handbook for their store and present the handbook to all members in their class and at a parent meeting. • Students will be evaluated by their department managers and classroom instructors based on a scoring rubric that aligns with the employee handbook.

Instructional Area: Selling

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
SE:062 (CS) Acquire product information for use in selling SE:107 (SP) Describe the use of technology in the selling function SE:828 (SP) Explain key factors in building a clientele	<ul style="list-style-type: none"> • Obtain merchandise from local vendors. • Set-up and operate an inventory control system. • Work on incentives to build clientele. • Demonstrate the seven steps of the sale through a model store experience. 	<ul style="list-style-type: none"> • <i>Students will secure product, set up an inventory sales system on Quick Books, and develop sales incentives to increase sales and build clientele.</i> • <i>Student sales will be tracked and measured through gross and net profit.</i> • <i>Students will demonstrate the seven steps of the sale when they are scheduled to work in the store.</i>

Instructional Area: Entrepreneurship

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
EI:037 (CS) Foster positive working relationships EI:061 (SP) Maintain collaborative partnerships with colleagues EN:004 (ON) Determine opportunities for venture creation EN:006 (ON) Generate venture ideas EN:038 (ON) Determine feasibility of venture ideas EN:009 (ON) Assess start-up requirements ENL011 (ON) Describe external resources useful to entrepreneurs during concept development EN:025 (ON) Explain the need for business systems and procedures EN:028 (ON) Develop and/or provide product/service EN:029 (ON) Use creative problem-solving in business activities/decisions	<ul style="list-style-type: none"> • Present on entrepreneurship education. • Evaluate and analyze information provided by local entrepreneurs. • Explain business ownership concepts and apply them to their store. 	<ul style="list-style-type: none"> • Students will be visiting over 16 local entrepreneurs to get a first-hand experience of how these entrepreneurs operate and run a successful business venture. • Students will then create their own model store with everything from product line, promotions, and working in the store. • Students will be evaluated using the model store evaluations and through self reflection (journaling). • Students will also be educating elementary and middle school students about entrepreneurship education.

Instructional Area: Human Resource Management

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
HR:385 (SU) Assist employees with prioritizing work responsibilities HR:386 (SU) Delegate work to others HR:387 (SU) Coordinate efforts of cross-functional teams to achieve project/company goals HR:388 (SU) Manage collaborative efforts HR:359 (SU) Maintain human resource records HR:360 (CS) Orient new employees HR:364 (SU) Coach employees HR:365 (SU) Recognize/reward employees HR:368 (SU) Assess employee performance	<ul style="list-style-type: none"> • Develop weekly targets for departments. • Coach and evaluate employee performance. • Institute and employee of the week. • Maintain and update employee records. 	<ul style="list-style-type: none"> • Students will create a schedule, time cards, department mission statements, and employee rewards programs. Students will create and vote on an employee of the week. • Students will take the knowledge they learned in previous marketing courses and actually create a useful document and procedures that they will use. • Students will be assessed on how well they complete the task and through peer evaluations.

INSTRUCTIONAL AREA: Promotion

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
PR:073 (SP) Explain the nature of a promotional plan PRL076 (SP) Coordinate activities in the promotional mix PR:257 (MN) Implement metrics to assess results of promotional efforts	<ul style="list-style-type: none"> • Organize a grand opening event. • Use all 4 parts of the promotional mix. • Evaluate promotional strategies. 	<ul style="list-style-type: none"> • Students will plan and organize a grand opening event. • Students will promote their store in the community, school, and develop a partnership with local businesses.

INSTRUCTIONAL AREA: Economics

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
EC:070 (CS) Explain the role of business in society EC:071 (CS) Describe types of business activities EC:103 (SP) Explain the organizational design of business EC:104 (SP) Discuss the global environment in which businesses operate EC:105 (SP) Describe factors that affect the business environment EC:107 (SP) Explain how organizations adapt to today's market	<ul style="list-style-type: none"> • Give presentations on the free enterprise system. • Explain the types of business ownership. • Participate in educating youth on entrepreneurship. 	<ul style="list-style-type: none"> • Students will be scored on their presentations to all 5th, 6th, and 8th graders in the district. • The lessons learned will focus on the free enterprise system and business ownership. • Students will present lessons on business ownership to each other and be assessed on the facts presented in their presentations.

Instructional Area: Operations

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
OP:003 (SP) Identify resources needed for project OP:001 (SP) Develop project plan OP:159 (SP) Evaluate project results OP:016 (CS) Place orders/reorders OP:031 (CS) Maintain inventory of supplies OP:161 (SP) Select vendors OP:022 (MN) Establish efficient operating systems	<ul style="list-style-type: none"> • Operate a Quick Books system. • Present vendors with a consignment agreement. • Ring up a sale for the customer. 	<ul style="list-style-type: none"> • Students will learn how to complete inventory by using the merchandise in their model store. • Students will give presentations to vendors by presenting them with a consignment agreement. • Students will learn how to ring up a sale using the quick books inventory system.

Instructional Area: Project Management

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
PJ:005 (SP) Initiate project PJ:006 (SP) Prepare work breakdown structure PJ:007 (SP) Manage project team PJ:008 (SP) Close project	<ul style="list-style-type: none"> • Run and facilitate a business venture. • Evaluate the project. 	<ul style="list-style-type: none"> • Run a model store two weeks prior to winter break. • Students will be assessed through journaling, evaluations, reflection paper, and by local businesses.

Instructional Area: Strategic Management

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
SM:064 (SP) Explain managerial considerations in organization SM:065 (SP) Describe managerial considerations in staffing SM:066 (SP) Discuss managerial considerations in directing	<ul style="list-style-type: none"> • Elect management through a 2/3 majority vote. • Place students in departments based on strengths. • Facilitate class meetings and give direction to department managers. • Motivate employees and accomplish weekly tasks. 	<ul style="list-style-type: none"> • Class members will elect 6 managers for their store. 4 department managers which consist of human resource, sales, operations, and promotions. 2 store managers will be elected. • The management staff will place students into departments.

Instructional Area: Business Law

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
BL:007 (SU) Explain the nature of human resources regulations BL:008 (SU) Explain the nature of workplace regulations BL:075 (SU) Discuss Employment relationships BL:003 (CS) Explain types of business ownership BL:006 (ON) Select form of business ownership	<ul style="list-style-type: none"> • Know the laws affecting small business ownership. • Demonstrate knowledge of workplace regulations. • Prepare an employee handbook outlining human resource regulations. 	<ul style="list-style-type: none"> • Students will learn from local business people the rules and laws the government has in place for employees and employers to follow. • Students will also be expected to understand and demonstrate that they know the 4 types of business ownership.

COURSE NAME: MARKETING AND BUSINESS CONCEPTS

Developers: Business & Marketing
Department

Development Date: 2011-2012

Instructional Level: 9-11

Course Description:

This course introduces students to the dynamic world of marketing and business. Course work includes instruction in human relations, communications, economics, business/marketing, and sales. All students in this class have the opportunity to be involved in the student organization DECA. This organization allows students to utilize classroom instruction in real life situations. These situations may include such things as competitions, business field trips, challenge course, social outings, civic projects, etc. Students must pass the first half of the course to continue in the class the following term.

- **What do students need to know?** Students will have an understanding of the functions and foundations of marketing and be able to display these concepts through coursework.
- **How will students learn?** Students will learn through a variety of methods including projects, activities, discussions, speakers, handouts, and lecture.
- **How will they as students, and we as educators, know they are learning?** Students will be assessed using a variety of methods such as formal and informal assessments, written exams, presentations, etc.

Essential Learning Outcomes

- Describe marketing and business concepts using the functions and foundations of marketing
- Design a sales presentation using the seven steps of the sale
- Utilize improved communication/human relations/teamwork skills
- Students will understand professional dress and dining etiquette
- Students will be able to identify and write a SMART goal
- Students will have a basic understanding of economics
- Students will be able to calculate basic marketing math formulas
- Students will have a basic understanding of the student organization DECA

Instructional Area: Communication Skills

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
<p>CO:186 (SP) Write research reports CO:185 (SP) Write analytical reports CO:147 (PQ) Explain the nature of effective verbal communication CO:059 (PQ) Interpret others' nonverbal cues CO:083 (PQ) Give verbal directions CO:114 (CS) Handle telephone calls in a businesslike manner CO:053 (CS) Participate in group discussions CO:025 (SP) Make oral presentations CO:016 (CS) Explain the nature of effective written communications CO:094 (SP) Prepare simple written reports</p>	<ul style="list-style-type: none"> • Participate in several hands-on communication activities. • Write simple reports using 1-3-1 paragraph formatting. • Research pioneers in business and marketing and prepare a professional presentation. 	<ul style="list-style-type: none"> • Students will demonstrate communication skills through weekly project time and will be assessed on writing methods using 1-3-1 paragraph formatting. • Students will demonstrate communication skills through a variety of classroom activities and hands-on learning strategies. • Students will also be asked to demonstrate communication through giving presentations to the class using current forms of technology.

Instructional Area: Emotional Intelligence

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
EI:002 (PQ) Assess personal strengths and weaknesses EI:018 (PQ) Identify desirable personality traits important to business EI:024 (PQ) Demonstrate initiative EI:019 (PQ) Exhibit a positive attitude EI:007 (PQ) Explain the nature of effective communication EI:012 (SP) Persuade others EI:008 (PQ) Use appropriate assertiveness EI:045 (CS) Participate as a team member EI:009 (CS) Explain the concept of leadership	<ul style="list-style-type: none"> • Demonstrate leadership skills through leading group discussions. • Students will take initiative by displaying personality traits important to business. • Demonstrate a professional and positive working attitude. 	<ul style="list-style-type: none"> • Students will learn how to work in groups and how to persuade others regarding their opinions. • Students will be practicing leadership skills through daily activities and group work.

Instructional Area: Customer Relations

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
CR:003 (CS) Explain the nature of positive customer relations CR:004 (CS) Demonstrate a customer-service mindset CR:005 (CS) Reinforce service orientation through communication CR:008 (MN) Explain management's role in customer relations CR:001 (CS) Identify company's brand promise	<ul style="list-style-type: none"> • Understand customer service skills. • Perform role-plays displaying customer service. • Identify management's role in business. 	<ul style="list-style-type: none"> • Students will explain effective customer service through role-playing, and have an understanding of brand promise. • Students will be expected to give professional presentations and demonstrate customer relations.

Instructional Area: Human Resource Management

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
HR:410 (CS) Discuss the nature of human resources management HR:411(SP) Explain the role of ethics in human resources management	<ul style="list-style-type: none"> • Demonstrate basic human resource skills. • Analyze ethical roles in human resource management. • Understand what a human resource manager does 	<ul style="list-style-type: none"> • Students will do a career exploration of human resource skills. • Students will look at several case studies, video clips, and lectures related to ethics and human resource management.

Instructional Area: Marketing

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
OP:024 (SP) Explain the nature of overhead/operating costs OP:025 (SP) Explain employee's role in expense control OP:192 (MN) Conduct breakeven analysis MK:019 (SP) Demonstrate connections between company actions and results MK:014 (SP) Explain customer/client/business buying behavior	<ul style="list-style-type: none"> • Understand basic operating costs. • Explain the types of buying behavior. • Compare supply and demand and understand breakeven analysis. 	<ul style="list-style-type: none"> • Students will be evaluated on basic marketing math concepts including gross/net profit, break-even, cost and retail price/% of mark-up based on retail/% of retail based on cost, etc. • Students will do a variety of worksheets, quizzes, and lecture to masters these concepts.

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<i>Instructional Area: Economics</i>		
<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
EC:002 (CS) Distinguish between goods and services EC:003 (CS) Explain the concept of economic resources EC:001 (CS) Describe the concepts of economics and economic activities EC:004 (CS) Determine economic utilities created by business activities EC:005 (CS) Explain the principles of supply and demand EC:006 (CS) Describe the functions of prices in markets EC:007 (CS) Explain the types of economic systems EC:009 (CS) Explain the concept of private enterprise EC:010 (CS) Identify factors affecting a business's profit EC:011 (CS) Determine factors affecting business risk EC:012 (CS) Explain the concept of competition	<ul style="list-style-type: none"> • List the types of economic systems. • Understand the concepts of private enterprise. • Compare factors affecting a business's profit. • Explain the difference between a good and service. 	<ul style="list-style-type: none"> • Students will learn the difference between a good/service and tangible vs. intangible products. • Students will understand private enterprise and the different types of economic systems. • Lecture, quizzes, and projects will be used to assess student learning for this instructional

Instructional Area: Channel Management

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
CM:001 (CS) Explain the nature and scope of channel management CM:002 (CS) Explain the relationship between customer service and channel management CM:007 (SP) Coordinate channel management with other marketing activities CM:008 (SP) Explain the nature of channel-member relationships CM:010 (MN) Select channels of distribution	<ul style="list-style-type: none"> • Learn the channels of distribution. • Explain the relationship between customers and channel management and the importance. 	<ul style="list-style-type: none"> • Students will learn about channel management and other marketing activities through lecture, discussions, worksheets, videos, and group projects.

Instructional Area: Promotion

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
PR:001 (CS) Explain the role of promotion as a marketing function PR:002 (CS) Explain the types of promotion PR:003 (SP) Identify the elements of the promotional mix PR:007 (SP) Explain types of advertising PR:089 (SP) Explain the nature of direct marketing	<ul style="list-style-type: none"> • Explain all 4 parts of the promotional mix. • Demonstrate the different types of promotion. • Explain forms of advertising. 	<ul style="list-style-type: none"> • Students will get a glimpse of promotion through lecture, discussion, notes, quizzes, and hands-on learning projects. • Students will be assessed based on if they can identify what goes into a promotion and the different forms of advertising.

Instructional Area: Selling

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
SE:017 (CS) Explain the nature and scope of the selling function SE:076 (CS) Explain the role of customer service as a component of selling relationships SE:828 (SP) Explain key factors in building a clientele SE:932 (CS) Explain company selling policies SE:062 (CS) Acquire product information for use in selling SE:109 (SP) Analyze product information to identify product features and benefits SE:048 (CS) Explain the selling process SE:359 (SP) Discuss motivational theories that impact buying behavior	<ul style="list-style-type: none"> • Perform a sales presentation. • Practice all seven steps of the sale. • Identify factors in building clientele. • Understand buying behavior. 	<ul style="list-style-type: none"> • Students will be assessed by giving a professional sales presentation using a retail product to sell to a customer. • Students will be assessed by their sales presentation, worksheets, quizzes, and tests.

COURSE NAME: ADVANCED MARKETING

*Developers: Business & Marketing
Department*

Development Date: 2011-2012

Instructional Level: 10-12

Course Description:

Advanced Marketing is a course that focuses on student employment and training in sales and marketing occupations. Course work includes instruction in product service management, human relations, market research, advertising, display, promotions, and international marketing. Students will also have the opportunity to be involved as a DECA member.

- **What do students need to know?** Students will understand how a promotional campaign works and know how to put together a successful campaign.
- **How will students learn?** Students will learn through of variety of methods and different teaching strategies. They will participate in community projects, guest speakers, lecture, discussion, role-playing, etc.
- **How will they as students, and we as educators, know they are learning?** Students will have assessments on their projects with rubrics that focus on the essential learning outcomes.

Essential Learning Outcomes

- Understand how new products are created and marketed
- Students will know how products are advertised
- Create a promotional plan and budget using the promotional mix
- Students will understand international marketing concepts
- Students will understand how products are marketed and promoted in the marketplace to become better consumers and customers
- Know the affects that advertising has on business, society, and consumers
- Students will be informed on current events happening in the marketplace

Instructional Area: Marketing Information Management

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
<p>IM:012 (CS) Describe the need for marketing data</p> <p>IM:010 (SP) Explain the nature of marketing research</p> <p>IM:281 (SP) Describe options businesses use to obtain marketing-research data</p>	<ul style="list-style-type: none"> • Conduct market research for a promotion project. • Analyze and assess data. • Explain primary and secondary research methods. 	<ul style="list-style-type: none"> • Students will learn about MIM through lecture, group work, and discussion. • They will then complete an Altra promotion project where students will conduct research and analyze data. • All students will be required to complete a survey related to their promotion.

Instructional Area: Market Planning

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
<p>MP:003 (CS) Explain the concept of market and market identification</p> <p>MP:004 (MN) Identify market segments</p> <p>MP:005 (MN) Select target market</p> <p>MP:010 (MN) Conduct SWOT analysis for use in the marketing planning process</p> <p>MP:015 (MN) Set marketing goals and objectives</p> <p>MP:017 (MN) Set marketing budget</p> <p>MP:018 (MN) Develop marketing plan</p>	<ul style="list-style-type: none"> • Identify target markets. • Set goals for a marketing plan. • Participate in a SWOT analysis. 	<ul style="list-style-type: none"> • Students will learn about target market, SWOT analysis, etc. through lecture, discussion, tests, quizzes, role-plays, and hands-on activities. • Students will complete a promotion project in which they will conduct a SWOT analysis, create a budget, develop a marketing plan, and identify a target market.

Instructional Area: Product Service Management

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
PM:001 (SP) Explain the nature and scope of the product/service management function PM:024 (SP) Identify the impact of product life cycle on marketing decisions PM:134 (SP) Identify product opportunities PM:128 (SP) Generate product ideas PM:019 (CS) Describe the uses of grades and standards in marketing PM:020 (CS) Explain warranties and guarantees PM:017 (SP) Identify consumer protection provisions of appropriate agencies PM:138 (MN) Evaluate customer experiences PM:003 (SP) Explain the concept of product mix PM:006 (MN) Plan product mix PM:021 (SP) Explain the nature of product/service branding PM:209 (MN) Build product/service brand PM:206 (SP) Explain the nature of corporate branding PM:207 (SP) Describe factors used by businesses to position corporate brands	<ul style="list-style-type: none"> • Explain branding. • List products in the product life-cycle. • Describe grade marketing. • Understand how consumer protection operates. • Explain product mix, line, depth, and width. 	<ul style="list-style-type: none"> • Students will learn through lecture, tests, quizzes, and completing a project in which they will create and brand a new product. • Students will also need to be able to explain what a warranty is and strategies of how they can brand a product.

Instructional Area: Marketing

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
MK:001 (CS) Explain marketing and its importance in a global economy MK:002 (CS) Describe marketing functions and related activities MK:014 (SP) Explain customer/client/business buying behavior MK:015 (SP) Discuss actions employees can take to achieve the company's desired results MK:019 (SP) Demonstrate connections between company actions and results	<ul style="list-style-type: none"> Analyze buying behaviors. Make connections between results and employee performance. 	<ul style="list-style-type: none"> Students will be assessed in all course work on marketing related competencies. Students will incorporate these concepts into each unit of instruction.

Instructional Area: Economics

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
EC:081 (SP) Discuss the measure of consumer spending as an economic indicator EC:017 (SP) Explain the concept of Gross Domestic Product EC:018 (SP) Determine the impact of business cycles on business activities EC:016 (SP) Explain the nature of global trade EC:018 (SP) Determine the impact of business cycles on business activities	<ul style="list-style-type: none"> Complete an international marketing project. Know the stages of the business cycle. Understand how companies decide to add to their product mix. 	<ul style="list-style-type: none"> Students will learn about the business cycles and explain how they affect consumer spending, and other business activities. Students will complete a global marketing project to expand their knowledge on how economics affects business.

Instructional Area: Information Management

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
IM:012 (CS) Describe the need for marketing data IM:010 (SP) Explain the nature of marketing research IM:281 (SP) Describe options businesses use to obtain marketing-research	<ul style="list-style-type: none"> • Students will conduct a survey. • Understand the importance of research. • Identify ways to obtain market research. 	<ul style="list-style-type: none"> • Students will learn about market research and conduct primary and secondary research and present results in the form of a business presentation.

Instructional Area: Promotion

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
PR:001 (CS) Explain the role of promotion as a marketing function PR:002 (CS) Explain the types of promotion PR:100 (SP) Describe the use of technology in the promotion function PR:007 (CS) Explain the role of promotion as a marketing function PR:002 (CS) Explain the types of promotion PR:100 (SP) Describe the use of technology in the promotion function PR:007 (SP) Explain types of advertising media PR:247 (SP) Describe word-of-mouth	<ul style="list-style-type: none"> • Develop a promotional plan using all 4 parts of the promotional mix. • Create an Altra promotion project. • Explain all major forms of media including social media. • Explain promotion and its importance and it relates to marketing. 	<ul style="list-style-type: none"> • Students will be assessed through test, quizzes, projects, and hands-on learning. • Students will actually create a real promotion for the credit union located inside Holmen High School.

<p>channels used to communicate with targeted audiences</p> <p>PR:089 (SP) Explain the nature of direct marketing channels</p> <p>PR:014 (SP) Explain the components of advertising</p> <p>PR:251 (SP) Explain the importance of coordinating elements in advertising</p> <p>PR:252 (SP) Identify types of public-relations activities</p> <p>PR:073 (SP) Explain the nature of a promotional plan</p> <p>PR:076 (SP) Coordinate activities in the promotional mix</p>		
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Instructional Area: Emotional Intelligence

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
EI:075 (PQ) Take responsibility for decisions and actions EI:077 (CS) Manage commitments in a timely manner EI:018 (PQ) Demonstrate responsible behavior EI:022 (PQ) Demonstrate honesty and integrity EI:004 (PQ) Demonstrate ethical work habits EI:019 (PQ) Exhibit a positive attitude EI:024 (PQ) Demonstrate initiative	<ul style="list-style-type: none"> • Act responsibly and manage having a positive attitude. • Take initiative throughout the course. • Take responsibility for your own actions. 	<ul style="list-style-type: none"> • This instructional area will be assessed throughout the course and in each unit. Students will need to demonstrate ethical behavior, positive attitudes, and initiative.

Instructional Area: Project Management

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
PJ:005 (SP) Initiate project PJ:006 (SP) Prepare work breakdown structure OP:340 (SP) Execute and control projects PJ:007 (SP) Manage project team PJ:008 (SP) Close project	<ul style="list-style-type: none"> • Work together on class projects. • Develop leadership skills needed for the 21st century. 	<ul style="list-style-type: none"> • Students will be assessed throughout the course on group work and will have a chance to evaluate each other on management and leadership skills.

Instructional Area: Business Law

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
BL:004 (MN) Explain the nature of trade regulations BL:003 (CS) Explain types of business ownership BL:006 (ON) Select form of business ownership	<ul style="list-style-type: none">• Explain types of business ownership.• Understand trade regulations.	<ul style="list-style-type: none">• Students will learn about business ownership through lecture and will be assessed by quizzes, tests, and projects.

COURSE NAME: SPORTS AND ENTERTAINMENT MARKETING

Developers: Business & Marketing
Department

Development Date: 2011-2012

Instructional Level: 11-12

Course Description:

This course introduces students to the world of sports and entertainment marketing. This course is an orientation to the sports and entertainment industry, market research, and sponsorship acquisitions. Students will have a chance to meet with individuals in the industry and complete projects related to the sports and entertainment field. Students must pass the first half of the course to continue in the class the following term. All students in this class have the opportunity to be involved in the student's organization DECA. This organization allows students to utilize classroom instruction in real life situations.

- **What do students need to know?** Students need to understand promotion and the basics of business/marketing in order to conduct higher level thinking and conduct sports and entertainment marketing.
- **How will students learn?** Students will learn through a variety of teaching strategies some which include projects, guest speakers, field trips, lecture, discussion, role-playing, etc.
- **How will they as students, and we as educators, know they are learning?** Assessments will be given to allow students to demonstrate what they have learned in the form of a project, presentation, or paper. Based on the assessments given we will know if they have learned the content and can complete the project.

Essential Learning Outcomes

- Students will understand how the sports and entertainment industry operates
- Students will be able to pull together a promotion for a school sponsored event
- Students will understand and practice the importance of teamwork
- Students will be exposed to career opportunities and jobs in the sports and entertainment industry
- An understanding of laws, regulations, and contracts that affect this industry
- Students will understand sponsorship and how it affects marketing
- A knowledge of how sports and entertainment events are marketing

Instructional Area: Promotion

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
PR:001 (CS) Explain the role of promotion as a marketing function PR:002 (CS) Explain the types of promotion PR:100 (SP) Describe the use of technology in the promotion function PR:007 (CS) Explain the role of promotion as a marketing function PR:002 (CS) Explain the types of promotion PR:100 (SP) Describe the use of technology in the promotion function PR:007 (SP) Explain types of advertising media PR:247 (SP) Describe word-of-mouth channels used to communicate with targeted audiences PR:089 (SP) Explain the nature of direct marketing channels PR:014 (SP) Explain the components of advertising PR:251 (SP) Explain the importance of coordinating elements in advertising PR:252 (SP) Identify types of public-relations activities PR:073 (SP) Explain the nature of a promotional plan PR:076 (SP) Coordinate activities in the promotional mix	<ul style="list-style-type: none"> • Use all 4 parts of the promotional mix in all activities planned. • Identify all major forms of media. • Put together a media plan. • Compare promotional strategies. 	<ul style="list-style-type: none"> • Students will be assessed by completing promotion projects that directly relate to sports and entertainment marketing. • Students will facilitate a charity fundraiser project, sell ads and develop an athletic program, and conduct local promotions and sporting events.

Instructional Area: Selling

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
SE:017 (CS) Explain the nature and scope of the selling function SE:076 (CS) Explain the role of customer service as a component of selling relationships SE:828 (SP) Explain key factors in building a clientele SE:932 (CS) Explain company selling policies SE:062 (CS) Acquire product information for use in selling SE:109 (SP) Analyze product information to identify product features and benefits SE:048 (CS) Explain the selling process SE:359 (SP) Discuss motivational theories that impact buying behavior	<ul style="list-style-type: none"> • Sell ads for the athletic program. • Create a target market. • Identify what motivates consumers. 	<ul style="list-style-type: none"> • Students will be assessed through project based learning. • Students will meet with businesses and sell their charity events, sports programs, and other promotional ideas.

Instructional Area: Emotional Intelligence

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
EI:075 (PQ) Take responsibility for decisions and actions EI:077 (CS) Manage commitments in a timely manner EI:018 (PQ) Demonstrate responsible behavior EI:022 (PQ) Demonstrate honesty and integrity EI:004 (PQ) Demonstrate ethical work habits EI:019 (PQ) Exhibit a positive attitude EI:024 (PQ) Demonstrate initiative	<ul style="list-style-type: none"> • Display honest and ethical behaviors. • Have a positive attitude. • Demonstrate initiative. 	<ul style="list-style-type: none"> • Students will demonstrate the instructional area of emotional intelligence throughout their projects they complete in the class. • Students will be assessed through class activities, discussions, peer evaluations, and instructor evaluations.

Instructional Area: Market Planning

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
MP:003 (CS) Explain the concept of market and market identification MP:004 (MN) Identify market segments MP:005 (MN) Select target markets MP:010 (MN) Conduct SWOT analysis for use in marketing planning process MP:015 (MN) Set marketing goals and objectives MP:017 (MN) Set marketing budget MP:018 (MN) Develop marketing plan	<ul style="list-style-type: none"> • Develop a marketing plan. • Conduct a SWOT analysis. • Set goals. 	<ul style="list-style-type: none"> • Students will be assessed on conducting a SWOT analysis, setting project goals, and developing a marketing plan. • Students will complete the DECA sports and entertainment marketing promotion project.

Instructional Area: Economics

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
EC:081 (SP) Discuss the measure of consumer spending as an economic indicator EC:017 (SP) Explain the concept of Gross Domestic Product EC:018 (SP) Determine the impact of business cycles on business activities EC:016 (SP) Explain the nature of global trade EC:018 (SP) Determine the impact of business cycles on business activities	<ul style="list-style-type: none"> • Explain global marketing. • Understand the business cycles. • Interpret consumer spending. 	<ul style="list-style-type: none"> • Students will need to understand global marketing and how the business cycles work. • Students will be assessed by project based learning and peer evaluations.

Instructional Area: Marketing

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
MK:001 (CS) Explain marketing and its importance in a global economy MK:002 (CS) Describe marketing functions and related activities MK:014 (SP) Explain customer/client/business buying behavior MK:015 (SP) Discuss actions employees can take to achieve the company's desired results MK:019 (SP) Demonstrate connections between company actions and results	<ul style="list-style-type: none"> • Understand buying behaviors of your target market. • Understand the importance of marketing. • Explain how you market a sports and entertainment event. 	<ul style="list-style-type: none"> • Connections will be made on how the sports and entertainment industry market themselves. • Students will also look at the important role marketing plays in this industry. • Assessment will take place through worksheets, lecture, quizzes, and projects.

Instructional Area: Professional Development

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
PD:251 (CS) Follow rules of conduct PD:254 (SP) Determine the nature of organizational goals PD:255 (SP) Ascertain employee's role in meeting organizational goals	<ul style="list-style-type: none"> • Students will set roles and responsibilities. • Students will develop goals for their in class projects. • Demonstrate follow-through and productivity in following rules. 	<ul style="list-style-type: none"> • Assessment will be through a variety of methods including lecture, quizzes, tests, and projects related to professional development. • Students will be expected to perform at a level where they are setting goals and reaching them.

Instructional Area: Strategic Management

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
SM:064 (SP) Explain managerial considerations in organization SM:065 (SP) Describe managerial considerations in staffing SM:066 (SP) Discuss managerial considerations in directing	<ul style="list-style-type: none"> Describe staffing considerations. Plan, supervise, and facilitate 	<ul style="list-style-type: none"> Students will be assessed on how well they supervise and manage their departments for group projects. Students will be responsible for managing sports and entertainment projects that are presented at sporting events, school activities, etc.

Instructional Area: Project Management

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
PJ:005 (SP) Initiate project PJ:006 (SP) Prepare work breakdown structure OP:340 (SP) Execute and control projects PJ:007 (SP) Manage project team PJ:008 (SP) Close project	<ul style="list-style-type: none"> Plan events. Organize projects. Work together as a team. 	<ul style="list-style-type: none"> Project management will be infused throughout the course with students holding leadership roles and serving as project managers. Students will be assessed using a variety of methods including projects, papers, etc.

Instructional Area: Customer Relations

<i>State Standards for this Concept</i>	<i>Targets</i>	<i>Strategies/Assessment</i>
CR:003 (CS) Explain the nature of positive customer relations CR:004 (CS) Demonstrate a customer-service mindset CR:005 (CS) Reinforce service orientation through communication CR:008 (MN) Explain management's role in customer relations CR:001 (CS) Identify company's brand promise	<ul style="list-style-type: none"> • Explain having a customer service mind-set. • Demonstrate effective communication. • Perform positive customer service. 	<ul style="list-style-type: none"> • Students will practice and be assessed on customer relations through planning, organizing, and facilitating events. • Students will also be assessed on each rubric on their customer relations skills.

COURSE NAME: ACCOUNTING

Developers: Marketing & Business
Department

Development Date: 2011-2012

Instructional Level: 10-12 Grade

Course Description:

Marketing, Recreation Management, Finance, Supervisory Management, Computer Information Systems, Administrative Assistant, Paralegal, and International Business. How are all of these alike? They are all majors or minors at UW-La Crosse or Western Technical College that require at least one Accounting course. Be ahead of everyone else in college by learning some of the skills and methods needed to complete financial records. Prepare now by taking this introductory class that acquaints students with the skills and methods needed to complete financial records. **Students earning a “C” or better will receive Western Technical College credit.**

- **What do students need to know?** The student learn the double-entry accounting, the accounting cycle for a service and a merchandising business, merchandise inventory, and payroll. Students will complete manual and computerized accounting practice sets.
- **How will students learn?** Students will learn through direct instruction, hands-on activities, group discussions, small group assignments, speakers and field trips.
- **How will they as students, and we as educators, know they are learning?** We will assess student understanding through formative assessments such as daily accounting transactions, interactive erase board problems, online polls, and computerized accounting problems. We will also give summative assessments at the end of each unit.

Essential Learning Outcomes

- Understand the role that accountants play in business and society
- Develop an understanding and working knowledge of an annual report and financial statements
- Assess the financial condition and operating results of a company and analyze and interpret financial statements
- Explain how the application of generally accepted accounting principles (GAAP) impacts the recording of financial transactions and the preparation of financial statements
- Complete the steps in the accounting cycle in order to prepare the financial statements for a service and merchandising business
- Complete the accounting cycle by using accounting software to prepare financial statements
- Develop a working knowledge of payroll earnings and taxes to comply with tax laws

Unit 1: Nature of Accounting

<i>State/National Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>I. The Accounting Profession- understand the role accountants play in business and society, describe career opportunities, in the accounting profession, demonstrate the skills and competencies required to be successful in the accounting profession</p> <p>IV. Accounting Applications-identify and describe generally accepted accounting principles (GAAP), explain how the application of GAAP impacts the recording of financial transactions, and the preparation of financial statements</p> <p>II. Financial Reports-develop a working knowledge of an annual report and financial statements</p> <p>V. Accounting Process-Complete the accounting cycle in order to prepare the financial statements</p>	<p>Understand the role accountants play In business and society</p> <ul style="list-style-type: none"> • Explain who uses accounting • Identify four forms of business organizations and three types of business operations • Identify local accountants and understand their profession <p>Explain how the application of generally accepted accounting principles (GAAP) impacts the recording of financial transactions and the preparation of financial statements</p> <ul style="list-style-type: none"> • Understand the dual effect of business transactions • Understand the business entity concept • Understand the cost principle • Understand the realization principle <p>Develop an understanding and working knowledge of an annual report and financial statements</p> <ul style="list-style-type: none"> • Prepare three basic financial statements <p>Complete the steps in the accounting cycle in order to prepare the financial statements for a service and</p>	<ul style="list-style-type: none"> • Research an accounting career • Match local businesses with their organization and operation type • Meet with both a public and private accountant in the community • Complete business transactions affecting the accounting equation • Identify which accounting principle is being followed • Create an income statement, statement of owner's equity, and balance sheet • Unit exam

	merchandising business <ul style="list-style-type: none"> • State the accounting equation • Record business transactions in equation form • Identify four types of transactions that affect owner's equity 	
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Unit 2: Recording Business Transactions

<i>State/National Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
V. Accounting Process -Complete the accounting cycle in order to prepare the financial statements	Complete the steps in the accounting cycle in order to prepare the financial statements for a service and merchandising business <ul style="list-style-type: none"> • Demonstrate double entry accounting framework • Explain the rules of debit and credit as applied to asset, liability and owner's equity accounts • Explain the need for temporary owner's equity accounts • Demonstrate the rules of debit and credit as applied to temporary owner's equity accounts • Record business transactions in T accounts and prepare a trial balance 	<ul style="list-style-type: none"> • State the debit and credit rules for assets, liabilities, and owner's equity accounts • State the debit and credit rules for temporary owner's equity accounts • Analyze transactions to determine correct accounts and debit or credit values • Develop business transactions and determine the affected T accounts • Unit exam

Unit 3: Starting the Accounting Cycle for a Service Business

<i>State/National Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
V. Accounting Process -Complete the accounting cycle in order to prepare the financial statements	<p>Complete the steps in the accounting cycle in order to prepare the financial statements for a service and merchandising business</p> <ul style="list-style-type: none"> • Record business transactions in a two-column journal • Prepare a chart of accounts • Describe the balance form of account • Post from a two-column journal to ledger accounts • Prepare a trial balance from a ledger after posting • Make entries to correct errors <p>Complete the accounting cycle by Using accounting software to prepare Financial statements</p> <ul style="list-style-type: none"> • Journalize transactions in QuickBooks • Print a trial balance in QuickBooks 	<ul style="list-style-type: none"> • Analyze transactions to journalize in the general journal • Post transactions to the general ledger • Prepare trial balances • Complete assignment that requires correcting entries • Journalize transactions in QuickBooks and print a trial balance • Unit exam

Unit 4: The Accounting Cycle Continued

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>V. Accounting Process- Complete the steps in the accounting cycle in order to prepare the financial statements</p> <p>IV. Accounting Applications-identify and describe generally accepted accounting principles (GAAP), explain how the application of GAAP impacts the recording of financial transactions, and the preparation of financial statements</p> <p>II. Financial Reports-develop a working knowledge of an annual report and financial statements</p>	<p>Complete the steps in the accounting in order to prepare the financial statements for a service and merchandising business</p> <ul style="list-style-type: none"> • Explain the need for adjusting entries • Make adjusting entries for supplies used, expired insurance, depreciation, and unpaid wages • Complete a worksheet for a service business • Prepare financial statements from a worksheet • Journalize and post adjusting entries <p>Explain how the application of generally accepted accounting principles (GAAP) impacts the recording of financial transactions and the preparation of financial statements</p> <ul style="list-style-type: none"> • Understand the matching principle of accounting <p>Complete the accounting cycle by using accounting software to prepare financial statements</p> <ul style="list-style-type: none"> • Make adjusting entries for supplies used, expired insurance, depreciation, and 	<ul style="list-style-type: none"> • Complete assignments that require journalizing and posting adjusting entries for supplies, insurance, depreciation, and unpaid wages • Calculate straight-line depreciation • Create a worksheet by correctly entering ledger balances in the trial balance, adjusting accounts, and transferring numbers to the income statement and balance sheet sections • Calculate net income • Prepare an income statement, statement of owner's equity, and balance sheet • Journalize adjusting entries in QuickBooks • Unit exam

	<p>unpaid wages</p> <ul style="list-style-type: none"> • Prepare financial statements <p>Develop an understanding and working knowledge of an annual report and financial statements</p> <ul style="list-style-type: none"> • Prepare financial statements 	
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Unit 5: Completing the Accounting Cycle for a Service Business

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>V. Accounting Process- Complete the steps in the accounting cycle in order to prepare the financial statements</p>	<p>Complete the steps in the accounting cycle in order to prepare the financial statements for a service and merchandising business</p> <ul style="list-style-type: none"> • Explain the purpose of the closing process <p>Complete the accounting cycle by using accounting software to prepare financial statements</p> <ul style="list-style-type: none"> • Journalize and post closing entries • Prepare a post-closing trial balance 	<ul style="list-style-type: none"> • Identify temporary accounts • Journalize and post closing entries • Prepare a post-closing trial balance • Compare and contrast accrual basis, cash basis, and modified cash basis of accounting • Enter closing entries in QuickBooks • Print a post-closing trial balance in QuickBooks • Complete a simulation of the accounting cycle for a service business • Unit exam

Unit 6: Accounting for a Merchandising Business

(Purchases and Cash Payments)

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
V. Accounting Process- Complete the steps in the accounting cycle in order to prepare the financial statements	Complete the steps in the accounting cycle in order to prepare the financial statements for a service and merchandising business <ul style="list-style-type: none"> • Describe the procedures and forms used in purchasing merchandise • Journalize cash and credit purchases and post to the general ledger and accounts payable subsidiary ledger • Record purchases returns and allowances • Record purchases discounts • Record freight charges on incoming merchandise Complete the accounting cycle by using accounting software to prepare financial statements <ul style="list-style-type: none"> • Enter merchandise and asset purchases in accounting software • Pay bills in accounting software • Enter asset and purchase returns in accounting software • Enter discounts in accounting software 	<ul style="list-style-type: none"> • Differentiate between a retail and wholesale business • Assemble the forms for the purchasing process In the right order using the purchase requisition, purchase order, packing slip, and invoice • Differentiate between a trade discount and a cash discount • Complete journal entries related to purchases, purchases returns and allowances, purchases discounts, and transportation in • Post journal entries related to the purchasing process • Post to a subsidiary ledger • Evaluate who will pay for shipping with terms FOB shipping point vs. FOB destination • Write checks, pay bills, and enter returns in QuickBooks • Unit Exam

Unit 7: Accounting for a Merchandising Business

(Sales and Cash Receipts)

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
V. Accounting Process- Complete the steps in the accounting cycle in order to prepare the financial statements	Complete the steps in the accounting cycle in order to prepare the financial statements for a service and merchandising business <ul style="list-style-type: none"> • Describe procedures and forms used in selling merchandise • Record sales of merchandise and post to the general ledger and accounts receivable ledger • Record sales returns and allowances • Record sales discounts • Record credit card sales Complete the accounting cycle by using accounting software to prepare financial statements <ul style="list-style-type: none"> • Record sales in accounting software • Record sales returns in accounting software • Records sales discounts in accounting software 	<ul style="list-style-type: none"> • Identify a sale order, sales ticket (cash register tape), and sales order • Differentiate between bank card, non bank card, and company credit sales • Journalize transactions related to the different types of credit sale • Journalize and post merchandise sales, sales returns and allowances, and sales discounts • Journalize sale tax payable transactions • Enter sales, sales returns, and sale discounts in QuickBooks • Unit exam

Unit 8: Worksheet Adjustments for a Merchandising Business

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
V. Accounting Process- Complete the steps in the accounting cycle in order to prepare the financial statements	Complete the steps in the accounting cycle in order to prepare the financial statements for a service and merchandising business <ul style="list-style-type: none"> • Make adjustments to the Merchandise Inventory account • Make needed adjustments and complete a worksheet for a merchandising business 	<ul style="list-style-type: none"> • Differentiate between beginning merchandise inventory and ending merchandise inventory • Calculate adjustments for supplies, insurance, depreciation, salaries, and inventory • Complete a worksheet with adjustments • Calculate net income or loss o a worksheet • Unit exam

Unit 9: Financial Statements and Closing Entries for a Merchandising Business

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
<p>V. Accounting Process- Complete the steps in the accounting cycle in order to prepare the financial statements</p> <p>II. Financial Reports-develop a working knowledge of an annual report and financial statements</p> <p>III. Financial Analysis- Assess the financial condition and operating results of a company and analyze and interpret financial statements</p>	<p>Complete the steps in the accounting cycle in order to prepare the financial statements for a service and merchandising business</p> <ul style="list-style-type: none"> • Prepare financial statements for a merchandising business • Journalize adjusting and closing entries for a merchandising business • Prepare a post-closing trial balance • Make reversing entries for accrued (unpaid) salaries <p>Assess the financial condition and operating results of a company and analyze and interpret financial statements</p> <ul style="list-style-type: none"> • Evaluate the performance of an organization and apply horizontal and vertical analysis to make decisions <p>Complete the accounting cycle by using accounting software to prepare financial statements</p> <ul style="list-style-type: none"> • Complete a comprehensive review problem using accounting software 	<ul style="list-style-type: none"> • Differentiate between net sales, gross profit, income from operations, and net income • Complete a classified income statement that includes sections on revenue, cost of goods sold, operating expenses, income from operations, other income and expenses • Classify expenses as operating (selling and general) and other • Complete a statement of owner's equity and a classified balance sheet • Classify assets as current assets or plant assets • Classify liabilities as current or long-term • Calculate working capital and current ratio • Journalize adjusting entries • Journalize closing entries • Prepare a post-closing trial balance

	Develop an understanding and working knowledge of an annual report and financial statements <ul style="list-style-type: none"> • Prepare financial statements for a merchandising business 	<ul style="list-style-type: none"> • Complete an accounting simulation for a merchandising business using QuickBooks • Analyze an annual report for a publically traded company • Unit Exam
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Unit 10: Accounting for Payroll

(Employee Earnings and Deductions)

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
VII. Compliance- Develop a working knowledge of individual income tax procedures and requirements to comply with tax laws and regulations	Develop a working knowledge of payroll earnings and taxes to comply with tax laws <ul style="list-style-type: none"> • Describe the importance of payroll records • Calculate gross earnings for employees • Explain the nature of payroll deductions • Calculate payroll deductions and net pay • Complete a payroll register and use it to record and pay the payroll • Make accounting entries for employee earnings and deductions and for payment of the payroll 	<ul style="list-style-type: none"> • Differentiate between salaried employee and hourly employee pay • Differentiate between gross earnings and net earnings • Calculate payroll deductions for FICA Tax (OASDI and HI), Federal Income Tax, State and Local Income taxes, and other deductions • Calculate earnings and deductions to complete a payroll register • Make journal entries for payroll

Unit 11: Accounting for Payroll

(Employer Taxes and Reports)

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
VII. Compliance- Develop a working knowledge of individual income tax procedures and requirements to comply with tax laws and regulations	Develop a working knowledge of payroll earnings and taxes to comply with tax laws <ul style="list-style-type: none"> • Describe and calculate payroll taxes imposed on the employer • Record the employer's payroll taxes 	<ul style="list-style-type: none"> • Calculate employer payroll taxes; FICA (OASDI and HI), Federal unemployment taxes, and state unemployment taxes • Journalize the payment of payroll tax liabilities • Journalize employer's payroll taxes

Unit 12: Accounting for Merchandise Inventory

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>IV. Accounting Applications-identify and describe generally accepted accounting principles (GAAP), explain how the application of GAAP impacts the recording of financial transactions, and the preparation of financial statements</p> <p>V. Accounting Process-Complete the accounting cycle in order to prepare the financial statements</p>	<p>Explain how the application of generally accepted accounting principles (GAAP) impacts the recording of financial transactions and the preparation of financial statements</p> <ul style="list-style-type: none"> • Understand the consistency principle • Understand the difference between the perpetual and periodic inventory methods <p>Complete the steps in the accounting cycle in order to prepare the financial statements for a service and merchandising business</p> <ul style="list-style-type: none"> • Explain the effect of the value of merchandise inventory on the amount of net income • Describe the periodic inventory system • Calculate the value of inventory using specific identification, first-in first-out, last-in, last-out, and weighted average 	<ul style="list-style-type: none"> • Calculate ending inventory using specific identification, LIFO, FIFO, and weighted average • Demonstrate the difference between gross profit using various inventory methods • Final exam

[HTTP://WWW.NBEA.ORG/NEWSITE/CURRICULUM/STANDARDS/ACCOUNTING.HTML](http://www.nbea.org/newsite/curriculum/standards/accounting.html)

COURSE NAME: BUILDING WEALTH

Developers: Marketing & Business
Department

Development Date: 2011-2012

Instructional Level: 11/12 Grade

Course Description

As the investment world grows and offers more opportunity to investors of all types, knowledge of investing is becoming an essential life skill. Some people believe that investing is just for those with large disposable incomes. To the contrary, knowledge of investing is beneficial to all people, especially to those with limited incomes. The purpose of this class is to introduce students to some of the most important and relevant subject areas they will use in “real-life.”

- **What do students need to know?** Students will learn about financial markets and the factors that affect market movement. Students will learn about stocks, bonds, mutual funds and ETFs, and will understand important financial ratios to consider when selecting investments. Students will analyze various investments and purchase stocks using investment software. Throughout the term, students will gain a greater understand of financial markets.
- **How will students learn?** Students will learn using a differentiated approach to education. Topics will be covered in various ways including: small and large group projects, lecture, internet simulations, discussion questions, individual student work time, and collaborative group work.
- **How will they as students, and we as educators, know they are learning?** Teachers and students will gauge learning using various forms of assessment. Students will be assessed in the following ways: peer assessment, self assessment, formative and summative assessments, and various forms of teacher evaluations. Students will be able to demonstrate their understanding in a variety of ways and at multiple points throughout the term.

Essential Learning Outcomes

- Interpret financial ratios significant to investors
- Analyze investment strategies for selecting investments
- Extrapolate the relationship between values and money
- Explain the importance of financial goals
- Interpret the need to save and invest
- Analyze the nature of stocks, bonds, mutual funds, and exchange traded funds
- Utilize sources of securities information
- Analyze factors to consider when selecting investments

Unit 1: The Meaning of Money in Your Life

<i>State/National Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<ul style="list-style-type: none"> -Define and give examples of economic wants and needs (Economics-Allocation of Resources- Level 1) -Define and give examples of scarcity (Economics-Allocation of Resources- Level 1) 	<ul style="list-style-type: none"> • Extrapolate the relationship between values and money 	<ul style="list-style-type: none"> • Written Journals • Value Circle • Summative Assessment • Collaborative Group Assignments • Tracking Spending Worksheet

Unit 2: Financial Ratios

<i>State/National Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<ul style="list-style-type: none"> -Apply criteria for choosing a savings or investment instrument (Personal Finance- Saving and Investing- Level 2) 	<ul style="list-style-type: none"> • Interpret financial ratios significant to investors 	<ul style="list-style-type: none"> • Stock Market Simulation • Stock Worksheet • Mutual Fund Scavenger Hunt • Quiz

Unit 3: Investment Strategies

<i>State/National Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
-Differentiate between interest, dividends, capital gains, and rent from property (Personal Finance- Saving and Investing- Level 3)	<ul style="list-style-type: none"> Analyze investment strategies for selecting investments 	<ul style="list-style-type: none"> Latte Factor Worksheet Dollar Cost Averaging Assignment Market Timing Activity Summative Assessment

Unit 4: Financial Goals

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
-Develop financial goals for the future based on one's lifestyle expectations and career choices (Personal Finance- Saving and Investing- Level 4)	<ul style="list-style-type: none"> Explain the importance of financial goals 	<ul style="list-style-type: none"> Goal Writing Journaling/Reflection Paying for College Article Summary Gross/Net Pay and Social Security Evaluation Retirement Account Analysis Midterm

Unit 5: The Need to Save and Invest

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<ul style="list-style-type: none"> -Describe how saving and investing influence economic growth (Personal Finance- Saving and Investing- Level 3) -Examine the role of saving and investing in creating a financial plan (Personal Finance-Saving and Investing- Level 4) 	<ul style="list-style-type: none"> • Interpret the need to save and invest 	<ul style="list-style-type: none"> • Saving Versus Spending Worksheet • Latte Factor Analysis • Penny Pinching Versus Huge Changes Evaluation • The Cost of Credit Card Debt Worksheet/Quiz • Who Are the American Millionaires Summary • Summative Assessment

Unit 6: Investments (Stocks, Bonds, Mutual Funds)

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<ul style="list-style-type: none"> -Identify the risk/return trade offs for saving and investing (Personal Finance- Saving and Investing- Level 2) 	<ul style="list-style-type: none"> • Analyze the nature of stocks, bonds, mutual funds, and exchange traded funds 	<ul style="list-style-type: none"> • Bond Quiz • Stock Quiz • Mutual Fund/ETF Quiz • Stock Market Simulator • Investment Strategy Implementation • Summative Assessment

Unit 7: Sources of Information

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
-Identify ways in which individuals and families obtain finance resources (Personal Finance- Managing Finances and Budgeting- Level 2)	<ul style="list-style-type: none"> Utilize sources of securities information 	<ul style="list-style-type: none"> Online Brokerage Analysis The Need for Financial Advisors Evaluation Wall Street Journal Summary Online Resource Journal Quiz

Unit 8: Investment Criteria

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
-Identify the risk/return trade-offs for saving and investing (Personal Finance- Saving and Investing- Level 2) -Apply criteria for choosing a savings or investment instrument (Personal Finance- Saving and Investing- Level 3)	<ul style="list-style-type: none"> Analyze factors to consider when selecting investments 	<ul style="list-style-type: none"> Value Investing vs. Growth Investing P/E Ratio Worksheet Model Portfolio Review Dividend Reinvestment Worksheet Capital Reinvestment or Share Buyback Company Growth Potential Analysis Summative Assessment

COURSE NAME: BUSINESS AND PERSONAL LAW

Developers: Business & Marketing
Department

Development Date: 2011-2012

Instructional Level: 10-12 Grade

Course Description:

Knowledge of the law is essential in today's society. Whether the law pertains to an individual or business, students must understand legal principles in order to be a productive citizen and make responsible decisions that protect the individual and society at large.

- **What do students need to know?** Students need to have an understanding of the fundamentals of law to attain a higher level of cognitive thinking and skill achievement.
- **How will students learn?** Students gain the ability to use knowledge appropriately through teaching strategies and essential learner outcomes.
- **How will they as students, and we as educators, know they are learning?** Assessments will reveal where students are in relationship to the essential learner outcomes of the teaching frameworks.

Essential Learning Outcomes

- Analyze the relationship between ethics and law.
- Differentiate between criminal and tort law.
- Analyze contracts.
- Explain the importance and limitations of warranties.
- Recognize deceptive practices such as false advertising and fraudulent misrepresentation.
- Compare and contrast employment-at-will and union employment.
- Investigate employment laws.
- Examine the marriage contract.
- Discuss the legal ramifications of divorce.

Unit 1: Understanding the Law and Our Legal System

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>N BL1. Basics of Law: Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.</p>	<p>Analyze the relationship between ethics and law.</p> <ul style="list-style-type: none"> • Identify ethical character traits and values. • Recognize situations when ethics and the law don't agree. • Describe the structure of the local, state, and U.S. court system. <p>Differentiate between criminal and tort law.</p> <ul style="list-style-type: none"> • Define crimes and their penalties. 	<ul style="list-style-type: none"> • Law Attitude Survey • Journal Entries • Bill of Rights Posters • Chapter 1 Review • Chapter 2 Questions • School Search and Seizure Case Discussion • Chapter 3 Cases and Vocabulary • LAWGO • Chapter 4 Reading Guide • Unit 1 Quiz

Unit 2: Entering into Contracts

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>N BL2. Contract Law, Law of Sales and Consumer Law: Analyze the relationships between contract law, law of sales, and consumer law.</p> <p>N BL7. Computer Law: Explain how advances in computer technology impact such areas as property law, contract law, criminal law, and international law.</p>	<p>Analyze contracts.</p> <ul style="list-style-type: none"> • Identify the six elements of a contract. • Utilize contract characteristics vocabulary to describe contracts. • Recognize the elements of offer and acceptance. • Construct a legally sound contract. 	<ul style="list-style-type: none"> • Journal Entries • Contract Characteristics Posters • Chapter 5 Word Search & Definitions • Chapter 5 Review Questions • Chapter 6 PowerPoint • Chapter 6 Quiz • Chapter 8 Ring Case Study • Chapter 5-9 Quiz

Unit 3: Understanding Consumer Law

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
N BL2. Contract Law, Law of Sales and Consumer Law: Analyze the relationships between contract law, law of sales, and consumer law.	<p>Explain the importance and limitations of warranties.</p> <ul style="list-style-type: none"> • Construct a warranty. • Compare and contrast limited and full warranties. <p>Recognize deceptive practices such as false advertising and fraudulent misrepresentation.</p> <ul style="list-style-type: none"> • Define and give examples of false advertising and fraudulent misrepresentation. • Examine laws that protect consumers from deceptive businesses/business practices. 	<ul style="list-style-type: none"> • Journal Entries • Chapter 13-15 Goods Website Project • Chapter 14 Warranty Case Studies • Chapter 14 Warranty Analysis • BBB Website Evaluation

Unit 4: Becoming an Agent and Getting a Job

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>N BL3. Agency and Employment: Analyze the role and importance of agency law and employment law as they relate to the conduct of business in the national and international marketplaces.</p>	<p>Compare and contrast employment-at-will and union employment.</p> <ul style="list-style-type: none"> • Define union, employment-at-will, grievance procedure, and collective bargaining agreement. • Explain the pros and cons for both employers and employees in both types of employment relationships. <p>Investigate employment laws.</p> <ul style="list-style-type: none"> • Discuss employment laws and their effect on the modern-day workplace. • Examine groups of people affected by employment laws. 	<ul style="list-style-type: none"> • Journal Entries • Chapter 20 Reading Guide • Chapter 20 Quiz • Chapter 21 Employment Law Newsletter

Unit 5: Planning for the Future

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>N BL5: Property Law: Explain the legal rules that apply to personal property and real property.</p> <p>N BL9: Domestic Relations Law: Explain the legal rules that apply to marriage, divorce, and child custody.</p>	<p>Examine the marriage contract.</p> <ul style="list-style-type: none"> • Explain the legal rights and duties of a marriage contract. • Discuss premarital agreements. <p>Discuss the legal ramifications of divorce.</p> <ul style="list-style-type: none"> • Differentiate a divorce and an annulment. • Discuss how child custody is handled in divorce. 	<ul style="list-style-type: none"> • Journal Entries • Chapter 31 Marriage Contract • Chapter 31 Premarital Agreement Case Study/Debate • Chapter 32 Reading Guide • Chapter 31 & 32 Quiz

COURSE NAME: COLLEGE NOTETAKING

Developers: Business & Marketing
Department

Development Date: 2011-2012

Instructional Level: 10-12 Grade

Course Description:

College Notetaking is an elective class for any student desiring to write down information in a faster manner. The primary purpose of this course is to provide students with the listening and rapid-writing skills that will enable them to write notes for personal, school, and career use. Students will develop an understanding of a cursive, phonetic-based speedwriting system known as SuperWrite. Students will learn to read, write, and transcribe into document form on the computer notes written in the speedwriting system.

- **What do students need to know?** Students need to have any understanding of the fundamentals of notetaking to attain a higher level of cognitive thinking and skill achievement.
- **How will students learn?** Students gain the ability to use knowledge appropriately through teaching strategies and essential learner outcomes.
- **How will they as students, and we as educators, know they are learning?** Assessments will reveal where students are in relationship to the essential learner outcomes of the teaching frameworks.

Essential Learning Outcomes

- Demonstrate touch-keyboarding skills at acceptable speed and accuracy levels.
- Increase keyboarding accuracy, then speed.
- Develop an understanding of the SuperWrite writing system.
- Recognize SuperWrite abbreviations.
- Become familiar with and use a variety of notetaking systems.
- Increase listening comprehension.
- Develop organization skills.
- Develop time management skills to help in school, work, personal, and college life.

Topic 1: Keyboarding

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>N C3. Technological Communication: Use technology to enhance the effectiveness of communication.</p> <p>N M8. Technology and Information Management: Utilize information and technology tools to conduct business effectively and efficiently.</p>	<ul style="list-style-type: none"> • Demonstrate touch-keyboarding skills at acceptable speed and accuracy levels. • Increase keyboarding accuracy, then speed. 	<ul style="list-style-type: none"> • 5 minute timings • “All the Right Type” Assessments and Results Recording

Topic 2: SuperWrite Notetaking System

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>N C1. Foundations of Communication: Communicate in a clear, courteous, concise, and correct manner on personal and professional levels.</p> <p>N C5. School-to-Career Transition: Develop strategies to make an effective transition from school to career.</p>	<ul style="list-style-type: none"> • Develop an understanding of the SuperWrite writing system. • Recognize SuperWrite abbreviations. • Become familiar with and use a variety of notetaking systems. 	<ul style="list-style-type: none"> • Workbook Practice • Daily Homework Checks • Abbreviation Bingo • Chapter Tests

Topic 3: Communication Skills

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>N C1. Foundations of Communication: Communicate in a clear, courteous, concise, and correct manner on personal and professional levels.</p> <p>N C2. Social Communication: Apply basic social communication skills in personal and professional situations.</p> <p>N M4. Personal Management Skills: Develop personal management skills to function effectively and efficiently in a business environment.</p>	<ul style="list-style-type: none"> • Become familiar with and use a variety of notetaking systems. • Increase listening comprehension. • Develop organization skills. 	<ul style="list-style-type: none"> • Off to College Paper/Presentation

Topic 4: Time Management Skills

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>N C5. School-to-Career Transition: Develop strategies to make an effective transition from school to career.</p> <p>N M4. Personal Management Skills: Develop personal management skills to function effectively and efficiently in a business environment.</p>	<ul style="list-style-type: none"> • Develop time management skills to help in school, work, personal, and college life. 	<ul style="list-style-type: none"> • How Well Do You Plan? Survey • Weekly Calendar Assignment

COURSE NAME: COMPUTER APPLICATIONS

Developers: Business & Marketing
Department

Development Date: 2011-2012

Instructional Level: 9/10 Grade

Course Description:

Computers play an important role in your future. As more people and businesses become dependent on the use of technology, it is even more important to learn the different applications available for use. This class offers a hands-on learning opportunity for students to create projects in PowerPoint, Excel, Word, and Publisher. We will also use the Internet to help integrate projects and will spend time focusing on the touch keyboarding method.

- **What do students need to know?**

Students will spend the duration of the class in a hand-on learning environment. Students will learn proper keyboarding technique in addition to Microsoft Office products such as Word, Excel, PowerPoint, and Publisher. Students will focus on efficiently learning these programs to create professional business documents. Charts, tables, formulas, and mail-merge are a few of the tools students will learn to use. Students will also focus on creating and presenting proficient PowerPoint presentations to share with the class. After completing this class, students will be proficient in Microsoft Office, Keyboarding, and Web 2.0 tools, while utilizing 21st Century Skills.

- **How will students learn?**

Teachers will use a variety of instructional methods to ensure student learning. The class will predominantly be taught using a hands-on approach. Students will learn and complete activities using the computer. Students will also practice proper keyboarding technique using their computer. Students will also learn by using a variety of instructional formats. Computer training and simulations will accompany more traditional teacher training and instruction. Students will complete a variety of assignments in both individually and as a group.

- **How will they as students, and we as educators, know they are learning?**

Students will be assessed using variety of formats. Within each unit students will use a computer simulation program titled "SAM" that will give them instant feedback on student progress. In addition to the computer simulation, students will complete quizzes and tests throughout the term and at the end of the units. Students will also be required complete a final project that will assess student understanding of the Essential Learning Outcomes. Various informal assessments will also be monitored throughout the term.

Essential Learning Outcomes

- Apply tips for using Microsoft Word more efficiently, such as using tabs, format painter, headers and footers (different odd and even pages), and reviewing tools.
- Create charts and graphs using Excel.
- Create formulas and if-functions using Excel.
- Know and demonstrate the rules of professional looking PowerPoint presentations
- Produce proper personal and business letters and perform successful mail-merge.
- Design a series of professional looking documents using Publisher.
- Improve keyboarding speed and accuracy.

Unit 1: Keyboarding

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
Demonstrate touch keyboarding skills at acceptable speed and accuracy levels (B.8.5) Accurately key numbers and symbols (B.12.3) Demonstrate proper keyboarding technique (B.8.5)	<ul style="list-style-type: none">• Improve Keyboarding Speed and Accuracy	<ul style="list-style-type: none">• Cortez Peters Accuracy Studies• Cortez Peters Speed Studies• Cortez Peters Skill Development Paragraphs• Cortez Peters Rhythm Development Drills• All the Right Type• Five Minute Timed Writings• Various Internet Typing Software

Unit 2: Microsoft Word

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>Correctly identify the basic and advanced features of a word processor (A.12.1-5)</p> <p>Create a title page for a given report. (A.12.1-5)</p> <p>Design and create a table (A.BS.1)</p>	<ul style="list-style-type: none"> • Apply tips for using Microsoft Word more efficiently, such as using tabs, format painter, headers and footers (different odd and even pages), and reviewing tools. • Produce proper personal and business letters and perform successful mail-merge. 	<ul style="list-style-type: none"> • Business Letter Assignment • Thank You Business Letter • Editing a Document Assignment • Tables Worksheet • Tabs Worksheet • Formatting Documents • Desktop Publishing • Drawing Tools • Track Changes • Mail Merge • Multiple Page Reports Unit Quiz

Unit 3: Microsoft Excel

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>Identify the basic features and uses of spreadsheet software.</p> <p>Perform specified edits to given spreadsheets and templates</p> <p>Print information from given spreadsheets.</p> <p>Integrate data from existing templates and spreadsheets to create new spreadsheets.</p> <p>Utilize macro capability of spreadsheet software</p> <p>Create templates and worksheets to meet given specifications</p> <p>(A.12.1-4,11,14) (A.BS.1-4) (B.12.2,4,10,12-14) (B.BS.5,8,12,14,16,17) (E.12.1)</p>	<ul style="list-style-type: none"> • Create charts and graphs using Excel. • Create formulas and if-functions using Excel. 	<ul style="list-style-type: none"> • Row/Column/Worksheet Manipulation Assignment • Formatting Cells Assignment • Formulas Assignment • Charts Assignment • Excel Matrix 1 • Excel Unit Quiz • Teacher Training • SAM Pre-Test • SAM Training

Unit 4: Microsoft PowerPoint

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>Utilize Presentation Software and methods to design and create a PowerPoint presentation (A.12.1-4,11)</p> <p>Use correct methods to enhance the appearance of the presentation (E.12.1,3)</p>	<ul style="list-style-type: none"> • Know and demonstrate the rules of professional looking PowerPoint presentations 	<ul style="list-style-type: none"> • Good and Bad PowerPoint Presentations • Death by PowerPoint • 6x6 Rule of PowerPoint • Importance of an Introduction • Keys to presenting PowerPoint presentations • Famous Person PowerPoint presentation

Unit 5: Microsoft Publisher

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>Create a printed copy of a word processing document (E.12.1,3,4)</p> <p>Utilize multiple documents to create a report. (E.12.1)</p> <p>Correctly create form letters from given designs. (A.12.1-5)</p>	<ul style="list-style-type: none"> • Design a series of professional looking documents using Publisher. 	<ul style="list-style-type: none"> • Pros and Cons of using templates • Designing retail space • Designing restaurant menu • Formative/Summative Assessment • Designing business cards, brochures, and flyers • Teacher Training • Resume Layout

COURSE NAME: COMPUTER SCIENCE

Developers: Business & Marketing
Department

Development Date: 2011-2012

Instructional Level: 11/12 Grade

Course Description:

Introduction to Computer Science is an elective course for students who are interested in computer programming. It will cover the basic principles of programming, along with some of the history, theory, and mathematics behind it. This course will use Python, a programming language that is powerful, yet easy to learn. Topics in this course will include History of Computer Science, Programming Basics (Variable Types, Function Calls, Recursion, etc.), Data Structures, and Algorithm Efficiency.

- **What do students need to know?** Students will need to understand basic computer programming topics that are relevant to various programming types. Students will need to understand loops, variables, expressions, functions, and debugging. Students will also learn various data structures and algorithms. By the end of the course, students should be able to utilize computer programming to solve basic problems. Students will also be encouraged to continue their programming skills once the course is complete by utilizing various online forums.
- **How will students learn?** Students will learn using a hands-on approach to programming. Students will participate in class by working in small groups, large groups, and on an individual basis. Students will be asked to create programs directly from the text to understand various concepts. Then students will be encouraged to write their own programs utilizing the tools learned in the classroom. In addition to learning programming theory, students will learn by designing and creating real-world programs that will help strengthen their programming skills.
- **How will they as students, and we as educators, know they are learning?** Students will be assessed in a variety of formats in the class. The teacher will gauge student learning using traditional tests and quizzes; however, the students will also complete individual and group work projects that utilize proper programming technique. Students will design, create, and implement new programs and will be assessed on how well those programs work and the relevancy of their topics.

Essential Learning Outcomes

- Comprehend the History of Computers and Computer Science
- Write programs to solve basic problems
- Develop and utilize variables, expressions, functions, and loops to create advanced programs
- Analyze and choose between different data structures
- Evaluate Algorithms for Run Time Efficiency
- Utilize Python Programming to design, create, and implement real-world computer programs that solve real world problems
- Analyze careers within Computer Science

Unit: History of Computers and Computer Science

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
B.12.7 Identify and compare types of programming languages	<ul style="list-style-type: none"> • Comprehend the History of Computers and Computer Science 	<ul style="list-style-type: none"> • Project • Quiz • Test • Reflections

Unit: Basic Programming

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
B.BS.5 Use data to create information to solve business problems	<ul style="list-style-type: none"> • Write programs to solve basic problems 	<ul style="list-style-type: none"> • Project • Quiz • Test • Reflections

Unit: Variables, Functions, Loops, and Expressions

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<ul style="list-style-type: none"> Implement problem solutions in a programming environment using: looping behavior, conditional statements, logic, expressions, variables, and functions. Use predefined functions and parameters, classes and methods to divide a complex problem into simpler parts 	<ul style="list-style-type: none"> Develop and utilize variables, expressions, functions, and loops to create advanced programs 	<ul style="list-style-type: none"> Project Quiz Test Reflections

Unit: Data Structures

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<ul style="list-style-type: none"> Use visual representations of problem states, structures, and data (e.g., graphs, charts, network diagrams, Flowcharts). (CSTA) 	<ul style="list-style-type: none"> Analyze and choose between different data structures 	<ul style="list-style-type: none"> Project Quiz Test Reflections

Unit: Algorithms		
State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
<ul style="list-style-type: none"> Evaluate ways that different algorithms may be used to solve the same problem. Act out searching and sorting algorithms. Use the basic steps in algorithmic problem-solving to design algorithms 	<ul style="list-style-type: none"> Evaluate Algorithms for Run Time Efficiency 	<ul style="list-style-type: none"> Project Quiz Test Reflections

Unit: Python Programming		
State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
<ul style="list-style-type: none"> Collaboratively design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts. 	<ul style="list-style-type: none"> Utilize Python Programming to design, create, and implement real-world computer programs that solve real world problems 	<ul style="list-style-type: none"> Project Quiz Test Reflections

Unit: Careers in Computer Science		
State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
<ul style="list-style-type: none"> B.12.8 Contrast careers in the information technology industry 	<ul style="list-style-type: none"> Utilize Python Programming to design, create, and implement real-world computer programs that solve real world problems 	<ul style="list-style-type: none"> Project Quiz Test Reflections

COURSE NAME: FASHION MERCHANDISING

Developers: Business & Marketing
Department

Development Date: 2011-2012

Instructional Level: 9-12 Grade

Course Description:

In this course, students will enjoy the exciting world of fashion through a look at how the apparel industry works. It will help you to become more fashionable by explaining how to use the elements and principles of design to your advantage. Some other topics include the many aspects of current trends, including color analysis, investment dressing, wardrobe planning, and shopping for clothing. In addition, the students may be involved in a style show at school.

- **What do students need to know?** Students need to have an understanding of the fundamentals of finance to attain a higher level of cognitive thinking and skill achievement.
- **How will students learn?** Students gain the ability to use knowledge appropriately through teaching strategies and essential learner outcomes.
- **How will they as students, and we as educators, know they are learning?** Assessments will reveal where students are in relationship to the essential learner outcomes of the teaching frameworks.

Essential Learning Outcomes

- Explain the different definitions of fashion.
- Identify and research careers in the fashion industry.
- Develop a promotional plan for a fashion-related product.
- Create a display.
- Describe the impact of the fashion industry on the U.S. and world economies.
- Identify the elements and principles of design used to create fashion.
- Describe the functions of a fashion-related business.

Unit 1: What is Fashion?

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
EC:130 (SP) Describe the nature of business customs and practices in the North American market. CR:003 (CS) Explain the nature of positive customer relations. CR: 007 (CS) Interpret business policies to customers/clients.	<ul style="list-style-type: none">• Explain the different definitions of fashion.• Describe the impact of the fashion industry on the U.S. and world economies.• Identify and research careers in the fashion industry.	<ul style="list-style-type: none">• Project• Quiz• Test• Reflection

Unit 2: Fashion Promotion & Display

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
MK:014 (SP) Explain customer/client/business buying behavior. PR:002 (CS) Explain the types of promotion. PR:007 (SP) Explain types of advertising media. PR:076 (SP) Coordinate activities in the promotional mix. PJ:005 (SP) Initiate project.	<ul style="list-style-type: none"> • Develop a promotional plan for a fashion-related product. • Create a display. 	<ul style="list-style-type: none"> • Project • Quiz • Test • Reflection

Unit 3: Fashion Design & Production

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
OP: 162 (SP) Explain the concept of production.	<ul style="list-style-type: none"> • Identify the elements and principles of design used to create fashion. 	<ul style="list-style-type: none"> • Project • Quiz • Test • Reflection

Unit 4: The Fashion Business

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
PM:134 (SP) Identify product opportunities. PM:127 (SP) Identify methods/techniques to generate a product idea. PM:021 (SP) Explain the nature of product/service branding. SE:048 (CS) Explain the selling process. SE:062 (CS) Acquire product information for use in selling.	<ul style="list-style-type: none">• Describe the functions of a fashion-related business.	<ul style="list-style-type: none">• Project• Quiz• Test• Reflection

INTERNATIONAL BUSINESS

Developers: Marketing & Business
Department

Development Date: 2011-2012

Instructional Level: 10-12 Grade

Course Description:

Students enrolling in International Business will develop an under-standing of how business is conducted throughout the world. Culture, language, proper etiquette, and business practices of other nations will be thoroughly discussed. Field trip opportunities and guest speakers will accompany the curriculum. Students will also have the option of being a DECA member.

- **What do students need to know?**
- **How will students learn?**
- **How will they as students, and we as educators, know they are learning?**

Essential Learning Outcomes

- Explain the role of international business; analyze how it impacts business at all levels (including the local, state, national, and international levels)
- Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the international business environment
- Apply communication strategies necessary and appropriate for effective and profitable international business relations
- Describe the environmental factors that define what is considered ethical business behavior in a global business environment
- Identify forms of business ownership and entrepreneurial opportunities available in international business
- Relate balance of trade concepts to the import/export process
- Analyze special challenges in operations and human resource management in international business
- Apply marketing concepts to international business situations

Unit 1: The World of International Business

<i>State/National Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>I. Explain the role of international business; analyze how it impacts business at all levels (including the local, state, national, and international levels)</p> <p>II. Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the international business environment</p> <p>III. Apply communication strategies necessary and appropriate for effective and profitable international business relations</p>	<p>Explain the role of international business; analyze how it impacts business at all levels (including the local, state, national, and international levels)</p> <ul style="list-style-type: none"> • Distinguish between domestic business and international business • Discuss the reasons why international business is important • Understand that international trade is not just a recent event • Describe basic international business activities • Explain the components of the international business environment • Name important skills for international business and describe the importance of international business for workers, consumers, and citizens <p>List the steps of the decision-making process</p> <ul style="list-style-type: none"> • Describe how the market sets prices • Explain the causes of inflation 	<ul style="list-style-type: none"> • Project • Quiz • Test • Reflection

	<ul style="list-style-type: none"> • Understand how different countries make different economic decisions • Describe the factors that affect economic development • Identify various measures of economic progress and development • Describe various political systems around the world • Explain the political environment for a company's host and home countries • Describe laws and trade barriers that can discourage global business • Explain how government can encourage global business <p>Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the international business environment</p> <p>Apply communication strategies necessary and appropriate for effective and profitable international business relations</p> <ul style="list-style-type: none"> • Describe the influences of culture on global business activities • Describe how family relationships can affect 	
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	<p>culture</p> <ul style="list-style-type: none"> • Understand the importance of knowing another language for global business success • Describe the influence of nonverbal communication • Compare direct and indirect communication • Identify and explain five major types of values that vary from culture to culture • Describe two major reactions to cultural differences 	
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Unit 2: Organizing for International Business

<i>State/National Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>I. Explain the role of international business; analyze how it impacts business at all levels (including the local, state, national, and international levels)</p> <p>II. Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the international business environment</p> <p>III. Apply communication strategies necessary and appropriate for effective and profitable international business relations</p>	<p>Explain the role of international business; analyze how it impacts business at all levels (including the local, state, national, and international levels)</p> <ul style="list-style-type: none"> • Distinguish between domestic business and international business • Discuss the reasons why international business is important • Understand that international trade is not just a recent event • Describe basic international 	<ul style="list-style-type: none"> • Project • Quiz • Test • Reflection

	<p>business activities</p> <ul style="list-style-type: none"> • Explain the components of the international business environment • Name important skills for international business and describe the importance of international business for workers, consumers, and citizens <p>Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the international business environment</p> <ul style="list-style-type: none"> • List the steps of the decision-making process • Describe how the market sets prices • Explain the causes of inflation • Understand how different countries make different economic decisions • Describe the factors that affect economic development • Identify various measures of economic progress and development • Describe various political systems around the world • Explain the political environment for a company's host and home countries 	
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	<ul style="list-style-type: none"> • Describe laws and trade barriers that can discourage global business • Explain how government can encourage global business <p>Apply communication strategies necessary and appropriate for effective and profitable international business relations</p> <ul style="list-style-type: none"> • Describe the influences of culture on global business activities • Describe how family relationships can affect culture • Understand the importance of knowing another language for global business success • Describe the influence of nonverbal communication • Compare direct and indirect communication • Identify and explain five major types of values that vary from culture to culture • Describe two major reactions to cultural differences 	
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Unit 3: The World Of International Business

<i>State/National Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
Apply communication strategies necessary and appropriate for effective and profitable international business relations	Apply communication strategies necessary and appropriate for effective and profitable international business relations <ul style="list-style-type: none"> • Explain characteristics of successful managers and how management styles vary. • Understand the effects of cultural differences on a global workforce. • Describe the basic components of the process of managing • Define the four dominant human resources management approaches. 	<ul style="list-style-type: none"> • Project • Quiz • Test • Reflection

COURSE NAME: PERSONAL FINANCE

Developers: Marketing & Business
Department

Development Date: 2011-2012

Instructional Level: 11-12th Grade

Course Description:

The purpose of this class is to introduce students to some of the most important and relevant subject areas they will use in “real-life.” At some point all students will need to take control of their financial future. This course is a great place to start. Content areas that will be covered include: Identifying Financial Goals, Budgeting and Taxes, Investing and Interest, Good Debt vs. Bad Debt, Using Credit Wisely, Keeping Your Money Safe, Insurance: Protecting What You Have, and Your Career.

- **What do students need to know?** Students need to have an understanding of the fundamentals of finance to attain a higher level of cognitive thinking and skill achievement.
- **How will students learn?** Students gain the ability to use knowledge appropriately through teaching strategies and essential learner outcomes.
- **How will they as students, and we as educators, know they are learning?** Assessments will reveal where students are in relationship to the essential learner outcomes of the teaching frameworks.

Essential Learning Outcomes

- Compare how interest can be used to increase or decrease one’s net worth
- Demonstrate the ability to make informed decisions about incurring and managing debt
- Identify strategies to build and maintain a high credit score
- Explore how a career choice and lifestyle affect your financial plan
- Explore the importance of saving and investing
- Analyze the benefits and cost of insurance
- Manage money effectively by understanding and developing financial goals and budgets
- Utilize various banking documents, such as checks, checkbook registers, and deposit slips
- Identify strategies to protect against identity theft and fraud

Unit 1: Goals & Financial Planning/Budgeting

<i>State/National Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>N PF1. Personal Decision Making: Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.</p> <p>N PF3. Managing Finances and Budgeting: Develop and evaluate a spending/savings plan.</p> <p>WI D.5 Planning, Saving, and Investing: Demonstrate the ability to use decision-making processes in making financial decisions relating to planning, saving, and investing.</p>	<p>Manage money effectively by understanding and developing financial goals and budgets.</p> <ul style="list-style-type: none"> • Create a finance-related SMART goal. • Identify and categorize needs and wants. • Use the decision-making process to create a financial plan. • Categorize and calculate income and expenses. • Analyze a paystub. 	<ul style="list-style-type: none"> • Unit 1 Project • SMART goal Check-off • Analyze a Pay Stub Check-off • Budget Check-off • Budget Quiz • Unit 1 Quiz

Unit 2: Investing

<i>State/National Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>N PF4. Saving and Investing: Evaluate savings and investment options to meet short- and long-term goals.</p> <p>WI D.1 Credit and Debt Management: Apply strategies for creating wealth/building assets.</p> <p>WI D.3 Credit and Debt Management: Describe the relationships between saving and investing.</p>	<p>Compare how interest can be used to or decrease one's net worth.</p> <ul style="list-style-type: none"> • Calculate compound interest. • Recognize the importance of compound interest. <p>Explore the importance of saving and investing.</p> <ul style="list-style-type: none"> • Evaluate investment options. • Compare saving and investing. • Argue the importance of saving and investing. • Explain the importance of diversification. • Construct the investment risk pyramid. 	<ul style="list-style-type: none"> • Exploring Interest Rates Worksheet • Compound Interest & Rule of 72 Worksheet • Investment Brochure • Unit 2 Quiz

Unit 3: Banking & Checking

State/National Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
<p>N PF6. Banking and Financial Institutions: Evaluate services provided by financial deposit institutions to transfer funds.</p> <p>WI B.2 Money Management: Understand the purposes and services of financial institutions.</p> <p>WI D.2 Planning, Saving, and Investing: Match appropriate financial services and products with specified goals</p> <p>WI F.3 Community and Financial Responsibility: Integrate and apply financial knowledge, attitudes, and skills.</p>	<p>Manage money effectively by understanding and developing financial goals and budgets.</p> <ul style="list-style-type: none"> Describe various banking services. <p>Utilize various banking documents, such as checks, checkbook registers, and deposit slips.</p> <ul style="list-style-type: none"> Record transactions in a checkbook register accurately. Fill out a check accurately. Fill out a deposit slip accurately. Reconcile a bank statement with a checkbook register. 	<ul style="list-style-type: none"> Checkbook Register Check-off Check Check-off Deposit Slip Check-off Reconciliation Form Check-off Unit 3 Quiz

Unit 4: Credit & Debt

<i>State/National Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>N PF7. Using Credit: Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.</p> <p>WI C.2 Credit and Debt Management: Identify and compare sources of credit.</p> <p>WI C.3 Credit and Debt Management: Identify and evaluate interest rates, fees, and other charges.</p> <p>WI C.4 Credit and Debt Management: Interpret credit scores and reports.</p> <p>WI C.6 Credit and Debt Management: Explain the rights and responsibilities of buyers and sellers under consumer protection laws.</p> <p>WI C.8 Credit and Debt Management: Describe the implications of bankruptcy.</p>	<p>Identify strategies to build and maintain a high credit score.</p> <ul style="list-style-type: none"> • Evaluate credit card information. • Identify strategies to improve your credit. • Recognize the benefits of using credit. <p>Demonstrate the ability to make informed decisions about incurring and managing debt.</p> <ul style="list-style-type: none"> • Define APR, term, fees, universal default, and bankruptcy. • Compare installment and revolving credit. 	<ul style="list-style-type: none"> • Credit Card Comparison Activity • Credit Cards—Choosing the Right One Worksheet • Credit and Debt Puzzle • Unit 4 Quiz

Unit 5: ID Theft

State Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
<p>WI E.5 Becoming a Critical Consumer: Identify sources of consumer protection and assistance including public organizations.</p> <p>WI F.3 Community and Financial Responsibility: Integrate and apply financial knowledge, attitudes, and skills.</p> <p>WI BE.B.12.15 Information Systems/Technology: Identify laws and rules pertaining to computer crime, fraud, and abuse.</p>	<p>Identify strategies to protect against identity theft and fraud.</p> <ul style="list-style-type: none"> • Identify ways ID thieves obtain personal information. • Evaluate risk factors of falling victim to identity theft. • Discuss the steps victims should take to repair their credit and stop fraudulent acts. 	<ul style="list-style-type: none"> • Savvy Consumer Survey/Discussion • “The Michelle Brown Story” Video Guide/Discussion • Unit 5 Quiz

Unit 6: Major Purchases & Insurance

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>WI G.1 Risk Management: Understand the nature of personal financial risk and the importance of protecting against financial loss.</p> <p>WI G.2 Risk Management: Examine the need for and value of various types of insurance within the life cycle.</p> <p>WI G.3 Integrate and apply concepts related to personal financial risk, protection from loss, and financial planning.</p> <p>N PF7 Protecting against Risk: Analyze choices available to consumers for protection against risk and financial loss.</p>	<p>Analyze the benefits and cost of insurance.</p> <ul style="list-style-type: none"> • Describe policy, premium, and risk. • Compare and contrast auto, home, renters, and health insurance. • Assess individual insurance needs. • Describe how insurance is used to protect against financial loss. • Analyze the pros and cons of purchasing insurance. 	<ul style="list-style-type: none"> • Buying a Car Research • Choosing an Apartment • Roommate Agreement Form • House Hunting Research • Alice in Insuranceland Poster • Auto Insurance Exploration • Ahh-Chooo Insurance Policy Activity • Teen Insurance Word Search • Unit 6 Quiz

Unit 7: Career

<i>State Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>WI A.1 Relating Income and Education: Understand how career choice, education, skills, entrepreneurship, and economic conditions affect income.</p> <p>WI A.3 Relating Income and Education: Explain how income affects life style choices and spending decisions.</p> <p>WI A.4 Explain how taxes and employee benefits relate to disposable income.</p> <p>WI BE.K.12.1 Assess and analyze personal talents and interests as they relate to career decisions.</p> <p>WI BE.K.12.2 Describe how personal qualities transfer from school to work.</p> <p>N PF2. Earning a Living: Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.</p>	<p>Explore how a career choice and lifestyle affect your financial plan.</p> <ul style="list-style-type: none"> • Compare and contrast a job and a career. • Examine the relationship between education and income. • Contrast salary, hourly wage, and commission. • Analyze employee benefits and their relationship to net income. • Recognize personal transferable skills. 	<ul style="list-style-type: none"> • Personality and Career Assessment • Job Skill Rating Survey • Entry Level Job Skills Grid • Unit 7 Quiz

COURSE NAME: WEB DESIGN

Developers: Marketing & Business
Department

Development Date: 2011-2012

Instructional Level: 9-12 Grade

Course Description:

Web Design will enable students to learn how to create effective web sites. Everyone will be able to create their own web site. We will learn about design by using HTML code and Adobe Dream Weaver. They will also learn about basic computer technology and the importance of Internet safety. Students who pass Web Design are allowed to sign up for Advanced Web Design.

- **What do students need to know?** Students need to know how to design and troubleshoot user-friendly websites, the ethics and security of technology, and understand who their typical online audience is.
- **How will students learn?** Students will learn through hand-on applications using industry standard software as well as free software they can use at home.
- **How will they as students, and we as educators, know they are learning?** We will know the students are learning if they are able to produce the end product of an interactive, user-friendly website that is designed for the appropriate target audience. We will also check their understanding through formative assessments such as daily tasks, quick application assignments, and journal feedback.

Essential Learning Outcomes

- Understand how the typical user interacts with a webpage
- Demonstrate the principles of design
- Use programming language to design and maintain websites
- Compare, test, and utilize multiple web editing software programs
- Understand information technology security policies and procedures
- Describe and follow ethical and legal policies for information technology use
- Develop technical and interpersonal skills to interact with the user community
- Design a website that is viewer friendly and easy to navigate
- Understand the role of information technology careers in business and society

Topic 1: HTML Programming

State/National Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
I. Impact on Society- Assess the impact of information technology in a global society VII. Web Development and Design- Design, develop, test, implement, update, and evaluate web solutions	Understand how the typical user interacts with a webpage <ul style="list-style-type: none"> • Determine how people use the world wide web • Understand the features the typical user appreciates on a webpage Demonstrate the principles of design <ul style="list-style-type: none"> • Identify principles of design that are being followed • Identify principles of design that are missing Use programming language to design and maintain websites <ul style="list-style-type: none"> • Use html to design websites • Understand how to maintain and repair websites 	<ul style="list-style-type: none"> • Create web pages using html for background colors, font face, font size, font color, paragraphs, images, background images, special characters, • Understand the design principles of alignment, proximity, repetition and contract • Create a presentation on design principles • Create a website using html • Unit quiz

Topic 2: Ethics and Security

<i>State/National Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>XIV Security and Privacy and Risk Management-Design and implement security, privacy, and risk management policies and procedures for information technology</p> <p>XV. Ethical and Legal Issues-Describe, analyze, develop, and follow policies for managing ethical and legal issues in organizations and in a technology based society</p> <p>XVII. Information Technology and Business Functions-Describe the information technology components of business functions and explain their interrelationships.</p> <p>XVII. Information Technology Careers-Explore positions and career paths in information technology</p>	<p>Understand information technology security policies and procedures</p> <ul style="list-style-type: none"> • Identify the need for security policies and procedures • Understand examples of security policies and procedures <p>Describe and follow ethical and legal policies for information technology use</p> <ul style="list-style-type: none"> • Explain basic copyright issues • Explain legal policies for improper information technology use <p>Understand the role of information technology careers in business and society</p> <ul style="list-style-type: none"> • Identify careers in information technology related to ethics or security • Describe the interrelationship between information technology and business 	<ul style="list-style-type: none"> • Identify examples of appropriate security policies within a business • Identify copyright infringement examples • Guest speaker from the technology field to discuss security and ethics • Unit quiz

Topic 3: Using Web Editing Software

<i>State/National Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>VII. Web Development and Design- Design, develop, test, implement, update, and evaluate web solutions</p> <p>V. Productivity Software- Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.</p> <p>XVI. Technical Support and Training- Develop the technical and interpersonal skills and knowledge to train and support the user community</p>	<p>Design a website that is viewer friendly and easy to navigate</p> <ul style="list-style-type: none"> • Identify the target audience of a website • Identify features of a website attractive to that target audience • Use web editing software to create a website with multiple pages that are connected <p>Develop technical and interpersonal skills to interact with the user community</p> <ul style="list-style-type: none"> • Identify skills needed to interact with the user community • Demonstrate interpersonal skills when interacting with the user community <p>Compare, test, and utilize multiple web editing software programs</p> <ul style="list-style-type: none"> • Use multiple web editing software programs • Identify pros and cons of each web editing software <p>Demonstrate the principles of design</p> <ul style="list-style-type: none"> • Implement the principles of design when designing a website 	<ul style="list-style-type: none"> • Redesign a website using the principles of design • Apply Cascading Style Sheets (CSS) to a webpage • Organize a webpage using DIV tags • Use photo editing software to create images that are prepared for use on the web • Create webpages following the directions of Dreamweaver Activity 1 – Activity 8 • Create websites following the directions of Dreamweaver Project 1 • Design a website for a client • Use a free download web editing software and compare it's functions to the purchased software

http://nbea.org/newsite/curriculum/standards/info_technology.html

COURSE NAME: YEARBOOK/DESKTOP PUBLISHING

Developers: Marketing & Business
Department

Development Date: 2011-2012

Instructional Level: 10-12 Grade

Course Description:

One of the major projects this course provides students is the opportunity to construct Holmen High School's yearbook, The Viking. Other projects covered will include but are not limited to creating brochures, flyers, business cards, newsletters, web pages, logos, and banners. Digital cameras, scanners, and the Internet will be used as resources. Skills taught will include copy writing, cropping of photographs, and layout and design. In this course students will create professional-looking documents as well as professional-quality images using desktop publishing software. This course is designed to introduce students to the basic and advanced features of Microsoft Publisher along with Adobe software. This class MUST be taken for 2 consecutive terms.

- **What do students need to know?** Students need to know how to create a publication, develop a theme, sell a yearbook and ads, and distribute the final product.
- **How will students learn?** Students will learn through hands-on, real-life applications. Students will work as a team to meet the yearbook deadlines.
- **How will they as students, and we as educators, know they are learning?** We will know students are learning because they will be able to design a yearbook page from conception to production. Their final product will be distributed to the students in May and will be evidence of what they learned.

Essential Learning Outcomes

- Participate in group decision making and be a productive member of a group
- Demonstrate principles of design
- Demonstrate strategies for oral and verbal communication with customers/clients
- Use graphic design software to design, create, and produce a variety of publications
- Edit publications to improve content
- Use a marketing plan to sell yearbooks
- Plan a distribution and signing event

Topic 1: Theme creation

State/National Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
<p>A.12.5 Participate in group discussions for problem resolution</p> <p>A.12.6 Organize and lead discussions; participate in meetings; answer questions in formal and informal situation</p> <p>A.12.11 Demonstrate strategies for overcoming communication barriers</p> <p>A.12.13 Demonstrate effective negotiation skills</p> <p>A.12.15 Demonstrate strategies for communicating with co-workers</p> <p>A.12.20 Participate as a productive member of a group</p> <p>B.12.13 Use desktop publishing software to create documents</p> <p>B.BS.6 Use desktop publishing software to design, create, produce a variety of publications</p>	<p>Participate in group decision making and be a productive member of a group</p> <ul style="list-style-type: none"> • Plan the theme for the yearbook • Plan the ladder for the yearbook • Pick end sheet colors • Plan the cover design <p>Demonstrate principles of design</p> <ul style="list-style-type: none"> • Create a page template • Design a cover for the yearbook <p>Use graphic design software to design, create, and produce a variety of publications</p> <ul style="list-style-type: none"> • Use InDesign to create yearbook pages • Use Photoshop to edit photos 	<ul style="list-style-type: none"> • Critique yearbooks from previous years and other schools • Identify effective design elements from other publications • Brainstorm theme ideas • Design a sample page with desired theme • Design a sample cover aligned with desired theme • As a group decide on a theme, page template, and cover design • As a group decide on the ladder for the yearbook • As a group pick the end sheet colors to coordinate with the theme

Topic 2: Yearbook Creation

State/National Standards for this Concept	Essential Learning Outcomes	Strategies/Assessment
<p>B.12.13 Use desktop publishing software to create documents</p> <p>B.BS.6 Use desktop publishing software to design, create, produce a variety of publications</p> <p>A.BS.3 Edit business documents to improve content and effectiveness</p> <p>A.12.20 Participate as a productive member of a group</p>	<p>Demonstrate principles of design</p> <ul style="list-style-type: none"> • Design pages that coordinate with the theme and follow principles of design • Add images to the pages that are properly edited and cropped <p>Use graphic design software to design, create, and produce a variety of publications</p> <ul style="list-style-type: none"> • Use InDesign to create yearbook pages • Use Photoshop to improve photo quality <p>Edit publications to improve content</p> <ul style="list-style-type: none"> • Edit pages for accuracy and proper content • Make changes to proofs <p>Participate in group decision making and be a productive member of a group</p> <ul style="list-style-type: none"> • Oversee the completion of assigned tasks • Show initiative to complete tasks • Assist where needed to help the group 	<ul style="list-style-type: none"> • Take pictures at events for assigned pages • Take pictures at events to assist the group <ul style="list-style-type: none"> - Edit photos in PhotoShop - Follow design principles when creating and designing pages in InDesign - Work together to complete all pages by deadline dates - Edit others' pages • Edit and make changes to proofs

Topic 3: Sales

<i>State/National Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
<p>A.12.16 Describe strategies for communicating with customers/clients</p> <p>A.12.17 Prepare persuasive messages for a variety of situations</p> <p>A.12.19 Identify elements of good customer service</p> <p>A.8.16 Write a thank-you letter</p> <p>A.12.4 Analyze and respond in writing to business situations</p> <p>B.12.20 Send and respond to voice messages</p> <p>F.12.7 Describe the factors that influence a consumer's decision to buy</p> <p>F.BS.1 Describe a use a marketing plan</p>	<p>Demonstrate strategies for oral and verbal communication with customers/clients</p> <ul style="list-style-type: none"> • Demonstrate how to call a business to sell a yearbook ad • Demonstrate how to walk into a business to sell a yearbook ad • Respond to e-mails from community members regarding yearbook ads • Respond to e-mails from parents regarding graduation letters <p>Use a marketing plan to sell yearbooks</p> <ul style="list-style-type: none"> • Determine what influences a student/parent's decision to buy a yearbook • Develop and implement a marketing plan to sell yearbooks 	<ul style="list-style-type: none"> • Create a letter to send to businesses for yearbook ads • Practice talking to a business owner/manager about buying a yearbook ad • Send and respond to e-mails from businesses • Respond to e-mails from parents regarding graduation letters • Determine who hasn't purchased a yearbook • Determine why those students may not have purchased a yearbook • Create a plan to market the yearbook to those students who haven't purchased a book

Topic 3: Distribution

<i>State/National Standards for this Concept</i>	<i>Essential Learning Outcomes</i>	<i>Strategies/Assessment</i>
F.BS.8 Develop a distribution plan for a product/service F.12.10 Describe various methods of product distribution (logistics) A.12.16 Describe strategies for communicating with customers/coworkers	Plan a distribution and signing event <ul style="list-style-type: none"> • Organize the yearbooks into distribution locations • Develop a plan for spring yearbook distribution and a back-up plan for conflicts/weather • Develop a plan for fall distribution of inserts 	<ul style="list-style-type: none"> • organize yearbooks for distribution • plan and create a distribution event • implement the distribution event • plan and create a method for fall insert distribution • -implement the fall insert distribution

Wisconsin Business Education Standards

Instructional Strategies and Assessment Information

The Career and Tech area is currently infusing the Common Core Standards into the curriculum. Curriculum and assessment are connected by the teaching and learning that takes place day to day and year to year. The improvement of integrated language arts achievement for all students requires effective teaching in all classrooms. Effective teaching means that students use a variety of processes to deepen their understanding, engage in thoughtful conversations and reflection, and connect previous learning and strategies to new knowledge. These processes on the following pages will be used in classrooms across the District. An example of this would be the current Language Arts initiative using the MEL-CON model for teaching writing across the curriculum.

Vocabulary Instruction

A SIX-STEP PROCESS FOR TEACHING ACADEMIC VOCABULARY

7. Provide a description, explanation or example of the new term.
8. Ask students to restate the description, explanation, or example in their own words.
9. Ask students to construct a picture, symbol, or graphic representing the term or phrase.
10. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
11. Periodically ask students to discuss the terms with one another.
12. Involve students periodically in games that allow them to play with terms.

Source: *Building Academic Vocabulary*, Marzano and Pickering, ASCD, 2005.

School District of Holmen

*Business & Information
Technology (BIT),
Marketing Management &
Entrepreneurship
Curriculum*

Appendices

2011-12

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Sources of Marketing and Business Standards

- Computer Science Teacher Association Standards
www.csta.acm.org/curriculum
- International Society for Technology in Education Standards
<http://www.iste.org/standards.aspx>
- National Business Education Standards
<http://www.nbea.org/newsite/curriculum/standards/index.html>
- National Endowment for Financial Education Standards www.nefe.org
- National Marketing Standards and Framework www.mbaresearch.org
- Wisconsin Business Education Standards
<http://dpi.wi.gov/standards/pdf/bused.pdf>
- Wisconsin Business & Information Technology Disciplinary Literacy
<https://sites.google.com/a/dpi.wi.gov/wibitliteracy/>

School District of Holmen Bloom's Taxonomy

COGNITIVE DOMAIN VERBS					
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite Count Define Describe Draw Enumerate Identify Index Indicate Label List Match Meet Name Outline Point Quote Read Recall Recite Recognize Record Repeat Reproduce Review Select State Study Tabulate Trace Write	Add Approximate Articulate Associate Characterize Clarify Classify Compare Compute Contrast Convert Defend Describe Detail Differentiate Discuss Distinguish Elaborate Estimate Example Explain Express Extend Extrapolate Factor Generalize Give Infer Interact Interpolate Interpret Observe Paraphrase Picture graphically Predict Review Rewrite Subtract Summarize Translate Visualize	Acquire Adapt Allocate Alphabetize Apply Ascertain Assign Attain Avoid Back up Calculate Capture Change Classify Complete Compute Construct Customize Demonstrate Depreciate Derive Determine Diminish Discover Draw Employ Examine Exercise Explore Expose Express Factor Figure Graph Handle Illustrate Interconvert Investigate Manipulate Modify Operate Personalize Plot Practice Predict Prepare Price Process Produce Project Protect Provide Relate Round off Sequence Show Simulate Sketch Solve Subscribe Tabulate Transcribe Translate Use	Analyze Audit Blueprint Breadboard Break down Characterize Classify Compare Confirm Contrast Correlate Detect Diagnose Diagram Differentiate Discriminate Dissect Distinguish Document Ensure Examine Explain Explore Figure out File Group Identify Illustrate Infer Interrupt Inventory Investigate Lay out Manage Maximize Minimize Optimize Order Outline Point out Prioritize Proofread Query Relate Select Separate Size up Subdivide Summarize Train Transform	Abstract Animate Arrange Assemble Budget Categorize Code Combine Compile Compose Construct Cope Correspond Create Cultivate Debug Depict Design Develop Devise Dictate Enhance Explain Facilitate Format Formulate Generalize Generate Handle Import Improve Incorporate Integrate Interface Join Lecture Model Modify Network Organize Outline Overhaul Plan Portray Prepare Prescribe Produce Program Rearrange Reconstruct Reference Relate Reorganize Revise Rewrite Specify Summarize Write	Appraise Assess Compare Conclude Contrast Counsel Criticize Critique Defend Determine Discriminate Estimate Evaluate Explain Grade Hire Interpret Judge Justify Measure Predict Prescribe Rank Rate Recommend Release Select Summarize Support Test Validate Verify

School District of Holmen Bloom's Taxonomy

Affective Domain Verbs				
Receiving	Responding	Valuing	Organization	Internalization
Ask Choose Follow Give Hold Select Show interest	Accept responsibility Answer Assist Be willing to comply Conform Enjoy Greet Help Obey Perform Practice Present Report Select Tell	Associate with Assume responsibility Believe in Be convinced Complete Describe Differentiate Have faith in Initiate Invite Join Justify Participate Propose Select Share Subscribe to Work	Adhere to Alter Arrange Classify Combine Defend Establish Form judgments Identify with Integrate Organize Weigh alternatives	Act Change behavior Develop code of behavior Develop philosophy Influence Judge problems / issues Listen Propose Qualify Question Serve Show mature attitude Solve Verify

Psychomotor Domain Verbs			
Activate Adjust Align Apply Arrange Assemble Balance Break down Build Calibrate Change Clean Close Combine Compose Connect Construct	Correct Create Demonstrate Design Dismantle Drill Fasten Fix Follow Grind Grip Hammer Heat Hook Identify Load Locate	Loosen Make Manipulate Mend Mix Nail Operate Paint Press Produce Pull Push Remove Repair Replace Rotate Sand	Transfer Troubleshoot Tune Turn on/off Type Saw Sharpen Set Sew Sketch Start Stir Use Weigh Wrap

Glossary of Curriculum Related Terms

alternative assessment – Assessments that ask students to construct, perform, or demonstrate their learning in manner that allows for a full understanding of their learning to be measured. Also termed performance assessment.

authentic assessment – Assessment that takes place in a real-life context or one that approximates how the skill or knowledge would be used in the “real world”.

benchmark or target – Assessments administered throughout the school year to give teachers formative feedback on how their students are performing. A benchmark is the target at any particular time.

common assessment – An assessment given by two or more instructors with the intention of collaboratively examining the results for instructional planning for individual students and curriculum instruction, and/or assessment modifications.

content standards – Those standards that describe the information or skills children should learn that are specific to a particular discipline or content area.

course standards – Statements that define what students at a specific school level or in a specific course should achieve by the time they leave that particular level of school.

exit standards - The academic standards that students should achieve by the time they graduate from high school; these standards set the tone and give focus for what students should learn at the underlying grade levels.

formative assessment – This is an assessment **for** learning and is a check of understanding and application so that, if need be, adjustments can be made to the teaching and learning activities. These are often frequent and ongoing assessments. The results are used to gain an understanding of what students know and do not know to make responsive changes in teaching and learning. Benchmarks are clearly defined in order to provide interventions/enrichments.

lesson standards – Statements that define goals for instruction and students’ learning over the course of a lesson.

performance – Observable affective or psychomotor behaviors demonstrated by students.

performance indicators – The part of the content standard that defines the skill or performance desired for students to demonstrate.

performance standards- The measure of how well students know and are able to work with (apply) the desired content standards. The standards describe what students must do, and how well they must do this, in order to show they have achieved the content standard.

performance task – used interchangeably with alternative assessment task and performance assessment task; those specific assessment tasks that require students to apply or do something with their learning in order to show their progress toward meeting desired standards.

portfolio – A collection of a student’s work over time that demonstrates his or her progress toward the attainment of specific learning standards.

program standards – Broad statements that delineate the overall K-12 goals for a specific subject area for students in a particular state or district.

progress monitoring – A quick, frequent & consistent measure used to assess student progress and to evaluate the effectiveness of interventions. Instruction and intervention decisions are made based on these results.

Response to Intervention (RtI) - RtI is an individualized, comprehensive assessment and intervention process, utilizing a problem-solving framework to identify and address student academic difficulties using effective, efficient, research-based instruction

running record - observation notes made by the teacher about a student’s oral reading ability. By looking at the running record, the teacher can analyze the type of reading and instruction that is best suited for the student.

rubric – A scale of criteria that explains in detail the possible levels of performance for an alternative assessment task.

Screening – A quick (to be defined) universal assessment given at the beginning of new learning; used to identify students who may be “potentially at risk.”

standards – Statements that delineate what students should know and be able to do by the time they graduate from K-12 education.

S.M.A.R.T. goals – Originally coined by Peter Drucker in 1954, this acronym is used to help educators write quality goals. Specific or Strategic, Measurable, Attainable, Results-focused, Time-bound. An example: By the end of this year, at least 90% of students will meet the grade-level benchmark for running records.

summative assessment – This is an assessment **of** learning and is intended to measure end-of-unit or end-of-course knowledge and understanding; usually require students to demonstrate proficiency of all the essential knowledge and skills.

**School District of Holmen
Statutes and Policies Addressing Student Needs**

American Indian Studies Program

§115.28(17)(d), Wis Stats. AMERICAN INDIAN LANGUAGE AND CULTURE EDUCATION.

(d) Develop a curriculum for grades 4 to 12 on the Chippewa Indians' treaty-based, off-reservation rights to hunt, fish and gather.

§121.02, Wis Stats. School district standards. (1) Except as provided in §118.40 (2r)(d), each school board shall: (L) 4. Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located **in this state** at least twice in the elementary grades and at least once in the high school grades.

2005 ASSEMBLY BILL 314 - AN ACT *to amend* 118.01 (2) (c) 6. of the statutes; relating to: directing school boards to provide instruction about the recent history of the Hmong people.

Current law requires each school board to provide an instructional program designed to give pupils knowledge of state, nation, and world history. This bill directs school boards to include the role of the Hmong in fighting for the United States in the Vietnam War, the persecution of the Hmong by the Laotian government after the Vietnam War, and the reasons for the emigration of many Hmong to the United States.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows: **SECTION 1.** 118.01 (2) (c) 6. of the statutes is amended to read: 118.01 **(2)** (c) 6. Knowledge of state, national, and world history, including the role of the Hmong in fighting for the United States in the Vietnam War, the persecution of the Hmong by the Laotian government after the Vietnam War, and the reasons for the emigration of many Hmong to the United States.

CHILDREN AT RISK Standard n (statute under WI Statute 118.153)

Definition: Pupils in grades 5-12 who are at risk of not graduating from high school because they are dropouts, or they can be defined in two or more of the following areas: one or more years behind their age group in the number of high school credits attained; two or more years behind their age group in basic skill levels; habitual truants (as defined in s.118.16(1)(a); parents; adjudicated

delinquents; 8th grade students whose scores in each subject area on the WKCE was below the basic level and who failed to be promoted to the ninth grade.

Children at risk, Standard n – Interventions for Struggling Learners:- The

School District of Holmen uses a variety of interventions to meet the needs of struggling learners. MAP and common assessment data is used to determine which students would benefit from extra support (reading, writing, Pathways, and Auto Skills). This data is used to differentiate instruction through flex grouping, small groups and working 1-on-1 with students. Team taught classes are used to differentiate instruction. Some teachers adjust the pace of their instruction or use supplemental materials to enhance their instruction.

ENGLISH LANGUAGE LEARNERS (ELL), (PI 13 and WI Statute 115.95)

PI 13 states that a district establishes identification, assessment, classification, and reporting requirements if pupil population includes one or more LEP pupils. This subchapter also establishes criteria and procedures to be used by a school district in determining whether to administer a test under s. 118.30 or 121.02 (1) (r), Stats., to an LEP pupil. Further, according to State Statute 115.96, a district must “provide equal educational opportunities by ensuring that necessary programs are available for limited-English proficient pupils while allowing each school district maximum flexibility in establishing programs suited to its particular needs.”

ELL staff will help support and provide guidance to teachers when working with LEP pupils. Teachers should look for ways to enrich, add to, and accelerate ELLs’ language development with the curriculum and learning activities. A variety of student-centered methodologies such as small group learning or thematic instruction can enhance the context for learning.

English Language Learners (ELL) : Teachers and staff in the School District of Holmen offer a variety of services to meet the needs of English Language Learners in the classroom. In the upper-most grades, the district offers a wide variety of courses meant to meet students where they are individually. The instruction can be tailored to be accessible to the learner at almost any level, and the learners who need the most support are often placed in the smallest groups or team taught classes so as to receive more explicit instruction. Additionally, a variety of concrete and experiential learning techniques are used district-wide to support language arts. Other strategies include the deliberate use of common vocabulary and explicit instruction of those terms, real-life connections, and for the neediest students, some forms of assistive technology are used to scaffold the students learning based on the level of proficiency. Finally, the district ESL staff continues to work to educate all staff on the specific needs of the English Language Learner. ESL staff continues to work toward incorporating the WIDA

Standards for English Language Development into the Social Studies curriculum that every student receives.

TALENTED AND GIFTED (TAG) Standard t (statute under WI Statute 118.53)

Talented and gifted students are those individuals at an elementary or secondary level who, because of outstanding abilities, are capable of high performance. Students who are capable of high performance include those with demonstrated achievement and/or potential in any of the following areas, singly or in combination: (1) general intellectual ability, (2) specific academic aptitude, (3) creative or productive thinking, (4) leadership ability, (5) visual arts, (6) performing arts, (7) psychomotor ability, (8) talent associated with the student's cultural heritage, (9) psycho-social ability.

It is understood that task commitment on the part of the student is an integral ingredient in the delivery of services. TAG staff will help provide support and guidance to teachers when working with TAG students. A variety of methodologies such as small group learning, acceleration and differentiation can enhance the context of learning.

Talented and Gifted, Standard_: Talented and Gifted (TAG) students are served by the regular education teachers and in conjunction with the Talented and Gifted teachers of the District. These students are identified based on a combination of standardized tests and nominations. TAG programming aligns with the Wisconsin Pyramid Model of delivery. Services include but are not limited to: Differentiation, flexible grouping, compacting, and advanced placement courses. In addition, there are a number of events that create and promote mathematics sponsored by the district and the Mississippi Valley Gifted and Talented Network. The academic performance of the program is assessed by identified student performance on standardized tests.

INFUSED CURRICULAR AREAS

COMPUTER LITERACY and TECHNOLOGY

Students in the School District of Holmen use technology as a tool and have many opportunities to develop technology literacy. Students develop the ability to find, generate, evaluate and apply information through the use of technology and prepare for life-long learning while developing 21st Century skills.

On May 27, 2009, the School Board approved a District Combined Information and Technology Plan. ***The vision is "Embracing 21st Century Learning for All."***

Definitions:

Digital Literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

21st Century Skills: 21st Century Skills represent the perspective required in light of historical events, globalization, and the idiosyncrasies of the Digital Age (digital age literacy, inventive thinking, effective communication and high productivity).

Computer literacy and technology: Teachers use a variety of technology applications and tools to research, report, compile, and inquire about. Multiple forms of assistive technology also support the special needs learner.

DIVERSITY

The vision of diversity in the School District of Holmen is to provide a nurturing environment in which each individual has the opportunity to reach his/her full human potential. This will be supported through strategic planning and building goals; curriculum planning and implementation, staff development, and resource selection and allocation. The plan will be monitored through data collection and analysis.

Diversity: By including language arts content from a variety of cultures and personal experiences, teachers enhance the learning experience for all students. Recognizing the diversity within a classroom enriches the learning for all.

EDUCATION FOR EMPLOYMENT (formerly SCHOOL TO WORK) – PI 26.01

Education for employment is one of Wisconsin's 20 school district standards. It is often referred to as Standard (m) and its purpose is to ensure that all students, regardless of career objective are given the skills, attitudes, and knowledge needed for future employment. It begins as early as kindergarten and is infused throughout the K-12 curriculum.

In Wisconsin education for employment initiatives are led by a series of mandates, dating back to September 1988: WI Educational Standard, Education for Employment, WI Statute 121.02(1)(m) WI Educational Standard, Curriculum WI Statute. 121.02(1)(k) WI Educational Standard, Developmental Guidance Services, WI Statute 121.02 (1)(e)

"The purpose of education for employment programs is to prepare elementary and secondary pupils for future employment; to ensure technological literacy; to

promote lifelong learning; to promote good citizenship; to promote cooperation among business, industry, labor, postsecondary schools, and public schools; and to establish in a role for public schools in the economic development of Wisconsin.”

Education for Employment (E4E): CTE activities that include experiences built on real information and data help students to make connections and apply learning in a contextual environment. E4E involves the business community in educational issues and enriches the school curriculum. It promotes increased student achievement by expanding educational experiences.

ENVIRONMENTAL EDUCATION – PI 8.01

It is required that “every school district develop and implement a written, sequential curriculum plan incorporating instruction in environmental education into all subject area curriculum plans, with the greatest emphasis in plans for art, health, science, and social studies education.” (Admin. Code PI 8.01 (2)(k).

Holmen’s Environment Education Implementation Plan supports an integrated approach to a heightened awareness and program improvement plan for environmental education. The program goals include (1) increase students’ knowledge of environmental education, (2) develop the values and behaviors to be stewards of the environment, (3) develop an understanding and appreciation of the environment, (4) develop an aesthetic awareness of the environment, (5) develop the students’ understanding of and skills related to environmental education, (6) provide students with the understanding that Environmental Education is a part of their everyday life, and (7) integrate Environmental Education into other existing curricular areas.

Environmental Education – Environmental education is supported by the knowledge and skills that students learn in social studies classrooms through seamless integration of various units. Teachers use additional resources such as newspapers, Scholastic, Weekly Reader, and Earth Day activities to support environmental education learning.

School District of Holmen Resources and References