



EVERETT PUBLIC SCHOOLS BUSINESS AND FINANCE

Course: Business and Finance		Total Framework Hours: 90 Hours
CIP Code: 520801	<input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 07.2021
Career Cluster: Finance		Cluster Pathway: Business and Finance

Industry Recognized Certificates:

List possible certificates students can earn in the course

Work-Based Learning:

List WBL opportunities provided in the course

Course Information:

This course is applicable if you are planning a career in business, need a clearer understanding of economic and business systems, interested in investment opportunities or want to expand and strengthen your understanding of personal finance. You will explore the benefits and challenges of owning your own business or pursuing a career in business administration and will gain understanding in finance, marketing, human resources, production, and management. FBLA (Future Business Leaders of America) membership is strongly encouraged.

Unit Outline:

Unit 1: Economics

Unit 2: Personal Finance

Unit 3: Investments and Stock Market

Unit 4: Business and Entrepreneurship

COMPONENTS AND ASSESSMENTS

Performance Assessments: Students will create a summative business presentation to a student panel of executives that outlines the pricing structure for a new proposed product for the company. Presentation will include fundamental supply and demand analysis, as well as economic trends and behaviors.

Leadership Alignment: FBLA Competitive Events:

- Individual Objective Test Events: **Economics**
- Presentation Events – Introduction to Business Presentation
- Prejudged Reports with Presentation – Business Plan

21st Century Skills Alignment

Thinking Creatively

1.A.1: Use a wide range of idea creation techniques (such as brainstorming)

Reason Effectively

2.A.1: Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Solve Problems

2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways

Communicate Clearly

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

Use and Manage Information

4.B.1: Use information accurately and creatively for the issue or problem at hand

4.B.2: Manage the flow of information from a wide variety of sources

Apply Technology Effectively

6.A.1: Use technology as a tool to research, organize, evaluate, and communicate information

6.A.2: Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy

Manage Goals and Time

8.A.3: Utilize time and manage workload efficiently age Goals and Time

8.C.1: Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

Produce Results

10.B.1.h: Be accountable for results

Financial, Economic, Business and Entrepreneurial Literacy

12.B.1: Knowing how to make appropriate personal economic choices

12.B.2 Understanding the role of the economy in society

STANDARDS AND COMPETENCIES

Unit 1: Economics

Summary: Students will learn basic economic concepts including supply/demand, role of Federal Reserve, fiscal and monetary policies, and economic systems.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 25 hours

MBA Research Standards

- Describe the concepts of economics and economic activities LAP-EC-006 (CS)
- Explain the principles of supply and demand LAP-EC-011 (CS)
- Describe the functions of prices in markets LAP-EC-012 (CS)
- Explain the role of the Federal Reserve System (MN)
- Explain the concept of fiscal policies (MN)
- Discuss the nature of monetary policy (MN)
- Describe the effects of fiscal and monetary policies (MN)
- Explain the types of economic systems LAP-EC-017 (CS)

ALIGNED WASHINGTON STATE LEARNING STANDARDS

Educational Technology:	<p>Knowledge Constructor:</p> <p>3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits</p> <p>3.c. Student's curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions</p> <p>3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions</p> <p>Computational Thinker:</p> <p>5.c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving</p> <p>Creative Communicator:</p> <p>6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p>
--------------------------------	--

	6.b. Students create original works or responsibly repurpose or remix digital resources into new creations
English Language Arts:	<p>Integration of Knowledge and Ideas: 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem</p> <p>Research to Build and Present Knowledge: 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>Production and Distribution of Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>Comprehension and Collaboration: 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>
Mathematics:	<p>Number and Quantities: Reason quantitatively and use units to solve problems</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments: Students will create a personal budget based on career income, which includes all fixed and variable expenses. Students will also take a formal exam on basics of personal finance and tax system

Leadership Alignment: Leadership Alignment: FBLA Competitive Events:

- Individual Objective Test Events: Personal Finance

21st Century Skills Alignment

Thinking Creatively

1.A.1: Use a wide range of idea creation techniques (such as brainstorming)

Reason Effectively

2.A.1: Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Solve Problems

2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways

Communicate Clearly

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

Use and Manage Information

4.B.1: Use information accurately and creatively for the issue or problem at hand

4.B.2: Manage the flow of information from a wide variety of sources

Apply Technology Effectively

6.A.1: Use technology as a tool to research, organize, evaluate, and communicate information

6.A.2: Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy

Manage Goals and Time

8.A.3: Utilize time and manage workload efficiently age Goals and Time

8.C.1: Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

Produce Results

10.B.1.h: Be accountable for results

Financial, Economic, Business and Entrepreneurial Literacy

12.B.1: Knowing how to make appropriate personal economic choices

12.B.2 Understanding the role of the economy in society

STANDARDS AND COMPETENCIES**Unit 2: Personal Finance**

Summary: Students will learn about the basics of personal finance and the steps in creating and managing a household budget. They will additionally be learning about tax system, variable/fixed expenses, and asset/liability ratios.

Industry Standards and/or Competencies**Total Learning Hours for Unit:** 20 hoursNational Standards for Financial Literacy

- Choice is the central principle of financial decision making for individuals, businesses, and government. People make many choices every day in markets where buyers and sellers interact. This interaction determines market prices and allocates scarce goods and services based on supply and demand. Every decision incurs an opportunity cost. Opportunity cost is the next-best alternative given up when a decision is made.
- People cannot buy or make all the goods and services they want; as a result, people choose to buy some goods and services and not buy others. People can improve their economic well-being by making informed spending decisions, which entails collecting information, planning, and budgeting.

MBA Research Standards

- Set financial goals LAP-QS-031 (CS)
- Develop personal budget (CS)

JumpStart Personal Finance Standards

- Use a plan to manage spending and achieve financial goals
- Specify how monetary and non-monetary assets can contribute to net worth
- Analyze how changes in life circumstances can affect a personal spending plan
- Investigate changes in personal spending behavior that contribute to wealth building.
- Discuss how individual responsibility for financial well-being will change over a lifetime with changing life circumstances
- Consider how personal finance decisions might affect others
- Complete IRS form W-4 (Employee's Withholding Allowance Certificate) to determine the optimal amount to withhold for personal income tax
- Understand circumstances that make it prudent to adjust the income tax withholding allowance
- Differentiate between gross, net, and taxable income
- Complete IRS Form 1040 and applicable state income tax forms
- Examine the benefits of participating in employer sponsored retirement savings plans and health care savings plans

ALIGNED WASHINGTON STATE LEARNING STANDARDS.**Educational Technology****Knowledge Constructor:**

- 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits
- 3.c. Student's curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions
- 3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions

Computational Thinker:

- 5.c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving

	Creative Communicator: 6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations
English Language Arts	Integration of Knowledge and Ideas: 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem Research to Build and Present Knowledge: 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation Production and Distribution of Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information Comprehension and Collaboration: 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
Mathematics:	Number and Quantities: Reason quantitatively and use units to solve problems
Financial Education:	Spending and Saving 10. SS: <u>Develop a plan for spending and saving</u> 1. Create a plan to manage spending and achieve financial goals Employment and Income 10. EI: <u>Analyze factors that affect net income</u> 5. Complete IRS form W-4 (Employee's Withholding Allowance Certificate) to determine the optimal amount to withhold for personal income tax 6. Differentiate between gross, net, and taxable income 7. Complete IRS Form 1040EZ, Form 1040, and applicable state income tax forms Financial Decision-Making 10. FD: <u>Recognize the responsibilities associated with personal financial decisions</u> 1. Predict how individual responsibility for financial well-being will change over a lifetime with changing life circumstances 2. Compare how financial responsibility is different for individuals with and without dependents 3. Consider how personal financial decisions might affect family members 4. Consider different definitions of wealth based on personal values, priorities, and goals

COMPONENTS AND ASSESSMENTS

Performance Assessments: Students will participate in the stock market game and analyze their gains and losses at the end of the investment cycle. Students will complete an oral presentation describing the process and reflecting on their experience.

Leadership Alignment: FBLA Competitive Events:

- Individual Objective Test Events: Securities and Investments

21st Century Skills Alignment

Thinking Creatively

1.A.1: Use a wide range of idea creation techniques (such as brainstorming)

Reason Effectively

2.A.1: Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Solve Problems

2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways

Communicate Clearly

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

Use and Manage Information

4.B.1: Use information accurately and creatively for the issue or problem at hand

4.B.2: Manage the flow of information from a wide variety of sources

Apply Technology Effectively

6.A.1: Use technology as a tool to research, organize, evaluate, and communicate information

6.A.2: Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy

Manage Goals and Time

8.A.3: Utilize time and manage workload efficiently age Goals and Time

8.C.1: Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

Produce Results

10.B.1.h: Be accountable for results

Financial, Economic, Business and Entrepreneurial Literacy

12.B.1: Knowing how to make appropriate personal economic choices

12.B.2 Understanding the role of the economy in society

STANDARDS AND COMPETENCIES**Unit 3: Investments and Stock Market**

Summary: Students will learn about investment opportunities and participate in stock market simulation. Guest speakers from the financial market will also be a critical part of this unit.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 20 hours

MBA Research Standards

- Explain types of investments LAP-FI-077 (CS)
- Establish investment goals and objectives (MN)
- Calculate bond-related values (e.g., the price of a bond given its yield to maturity, the coupon interest payment for a bond, the effects of interest rates on the price of a bond, etc.) (SP)
- Calculate the time value of money (SP)
- Explain the need to save and invest LAP-QS-030 (CS)
- Explain information that can be obtained from financial statements LAP-QS-038 (SP)
- Explain factors to consider when selecting investments LAP-QS-041 (SP)
- Explain fundamental analysis used in making investment decisions LAP-QS-042 (SP)
- Interpret financial ratios significant to investors LAP-QS-043 (SP)
- Explain strategies for selecting investments LAP-QS-045 (SP)
- Choose investments based on security's fundamental analysis LAP-QS-046 (SP)
- Discuss the nature of investment risk (SP)
- Describe the nature of diversification strategies (SP)

ALIGNED WASHINGTON STATE LEARNING STANDARDS**Educational Technology****Knowledge Constructor:**

	<p>3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits</p> <p>3.c. Student's curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions</p> <p>3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions</p> <p>Computational Thinker:</p> <p>5.c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving</p> <p>Creative Communicator:</p> <p>6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>6.b. Students create original works or responsibly repurpose or remix digital resources into new creations</p>
English Language Arts	<p>Integration of Knowledge and Ideas:</p> <p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem</p> <p>Research to Build and Present Knowledge:</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>Production and Distribution of Writing:</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above)</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>Comprehension and Collaboration:</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p> <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>
Mathematics:	<p>Number and Quantities:</p> <p>Reason quantitatively and use units to solve problems</p>
Financial Education:	<p>Investing 10.I:</p> <p><u>Explain how investing may build wealth and help meet financial goals</u></p> <p>1. Define the time value of money and explain how money invested regularly over time may grow exponentially</p> <p>2. Calculate and compare the time value of money in the following situations:</p> <p>(a) Given a rate of return and number of years, calculate the future value of a lump sum investment</p> <p>(b) Given a rate of return and number of years, calculate the lump sum amount an investor must invest today to reach a specific financial goal at a future date</p> <p>(c) Given a rate of return, number of years, and frequency of periodic payments, calculate the end (future) value of an investment</p> <p>(d) Given a rate of return, number of years, and frequency of payments, calculate the periodic payment amount needed to reach a specific investment goal</p> <p>3. Compare strategies for investing as part of a comprehensive financial plan</p> <p>4. Illustrate how the time value of money applies to retirement planning</p> <p><u>Evaluate investment alternatives</u></p> <p>5. Compare types of investments appropriate for different objectives such as liquidity, income, and growth</p>

Demonstrate how to buy and sell investments

6. Give examples of how economic conditions and business factors affect the market value of a stock
7. List various sources of information, including prospectuses, online resources, and financial publications to gather data about specific investments
8. Compare the advantages and disadvantages of buying and selling investments through various channels, including employer sponsored retirement plans, investment advisors, brokerage firms, and direct purchase

COMPONENTS AND ASSESSMENTS

Performance Assessments: Students will create a business plan for a classroom business, which they will implement and analyze. This project will be completed in small groups and each group will create a culminating presentation reflecting on the project.

Leadership Alignment: FBLA Competitive Events:

- Individual Objective Test Events: *Introduction to Business*
- Objective Test and Role Play Events – Entrepreneurship
- Presentation Events – Introduction to Business Presentation
- Prejudged Reports with Presentation – Business Plan

21st Century Skills AlignmentThinking Creatively

1.A.1: Use a wide range of idea creation techniques (such as brainstorming)

Reason Effectively

2.A.1: Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Communicate Clearly

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

Use and Manage Information

4.B.1: Use information accurately and creatively for the issue or problem at hand

4.B.2: Manage the flow of information from a wide variety of sources

Apply Technology Effectively

6.A.1: Use technology as a tool to research, organize, evaluate, and communicate information

6.A.2: Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy

Manage Goals and Time

8.A.3: Utilize time and manage workload efficiently

8.C.1: Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

Produce Results

10.B.1.h: Be accountable for results

Financial, Economic, Business and Entrepreneurial Literacy

12.B.1: Knowing how to make appropriate personal economic choices

12.B.2 Understanding the role of the economy in society

STANDARDS AND COMPETENCIES**Unit 4: Business and Entrepreneurship**

Summary: Students will look at the financial aspects of a business and how employees plan, analyze and evaluate the performance of any company. Students will also plan, implement, and analyze a classroom business.

Industry Standards and/or Competencies

Total Learning Hours for Unit: 25 hours

MBA Research Standards

- Determine opportunities for venture creation (ON)

- Assess opportunities for venture creation (ON)
- Generate venture ideas (ON)
- Explain tools used by entrepreneurs for venture planning (ON)
- Assess risks associated with venture (ON)
- Describe processes used to acquire adequate financial resources for venture creation/start-up (ON)
- Identify capital resources needed for the venture (ON)
- Determine feasibility of venture ideas LAP-EN-038 (ON)
- Evaluate options for continued venture involvement (ON)

ALIGNED WASHINGTON STATE LEARNING STANDARDS

Educational Technology	<p>Knowledge Constructor: 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits 3.c. Student's curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions 3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions</p> <p>Computational Thinker: 5.c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving</p> <p>Creative Communicator: 6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations</p>
English Language Arts	<p>Integration of Knowledge and Ideas: 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem</p> <p>Research to Build and Present Knowledge: 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>Production and Distribution of Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>Comprehension and Collaboration: 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>
Mathematics:	<p>Number and Quantities: Reason quantitatively and use units to solve problems</p>

21st Century Skills

Check those that students will demonstrate in this course:

LEARNING & INNOVATION**Creativity and Innovation**

- ☒ Think Creatively
☐ Work Creatively with Others
☐ Implement Innovations

Critical Thinking and Problem Solving

- ☒ Reason Effectively
☐ Use Systems Thinking
☐ Make Judgments and Decisions
☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
☐ Collaborate with Others

INFORMATION, MEDIA & TECHNOLOGY SKILLS**Information Literacy**

- ☐ Access and /evaluate Information
☒ Use and Manage Information

Media Literacy

- ☐ Analyze Media
☐ Create Media Products

Information, Communications and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE & CAREER SKILLS**Flexibility and Adaptability**

- ☐ Adapt to Change
☐ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
☐ Work Independently
☐ Be Self-Directed Learners

Social and Cross-Cultural

- ☐ Interact Effectively with Others
☐ Work Effectively in Diverse Teams

Productivity and Accountability

- ☐ Manage Projects
☒ Produce Results

Leadership and Responsibility

- ☐ Guide and Lead Others
☐ Be Responsible to Others

21st Century Interdisciplinary Themes

- ☐ Global Awareness
☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Health Literacy