

Business Essentials

Grades 9-12

Units of Credit: One Semester (Elective)

Prerequisites: None

Course Description:

Business Essentials introduces students to the world of business and helps prepare them for the economic roles of consumer, worker, and citizen in an ever changing world through effective oral and written communication, agility and adaptability, collaboration and leading by influence. This course serves as background for accessing and analyzing information about business courses students may take in high school and in higher education. Business Essentials will promote curiosity and imagination, assisting students with consumer decision making, prepare them for future employment, and help them effectively perform their responsibilities as a citizen.

Topics:

- **Career Exploration (2 week unit)**
 - ☐ Applying for jobs
 - ☐ Resume - Letter of application - Interviewing - Thank you letter – follow up telephone call
 - ☐ MTCIS – topics – portfolio
 - ☐ Future casting (2 year, 4 year, apprenticeship)
 - ☐ Online portfolio - living document (for future use)
- **Finance (personal in relation to business; then expand)**
 - ☐ Cash flow (?)--money coming in and money going out of one's own money
 - ☐ Needs vs. wants
 - ☐ Banking/financing options in regards to one's own money (*more in-depth in Personal Money Management*))
 - ☐ Importance of saving and investing (*more in-depth in Personal Money Management*))
 - ☐ Debt structure--loans/credit cards (*more in-depth in Personal Money Management*)
 - ☐ Business math
 - ☐ Business law
- **Introduction to Marketing Structure**
 - ☐ 4 P's: Place, Price, Promotion, Product
 - ☐ Business types/structure
 - ☐ Introduction to entrepreneurship (eliminate-part of business types and structure)
 - ☐ E-commerce
 - ☐ Commercial art/promotion (Part of the 4P's of marketing)--eliminate
 - ☐ Consumer Economics (supply and demand)
 - ☐ Sales
 - ☐ Customer service
- **Technology (woven throughout)**
 - ☐ Navigation of networks
 - ☐ File management (*more in-depth in middle school Keyboarding/Computer Literacy*)

- ❑ Using technology to explore business concepts
- ❑ Speed and accuracy (*more in-depth in middle school Keyboarding/Computer Literacy*)
- ❑ Ethics and Online Safety
- ❑ File management (*also addressed in middle school Keyboarding/Computer Literacy*)
- ❑ Using technology to explore business concepts
- ❑ Speed and accuracy (*also addressed in middle school Keyboarding/Computer Literacy*)

NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

STANDARD 1: Students experience various career opportunities and assess personal career pathways.

Benchmark 1:

Explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career goals.

Learning Targets (Type):

1. I can use Montana Career Information Systems (MCIS) and/or other systems or web resources to investigate and evaluate my personal interests, aptitudes and abilities. (S,R)
2. I can formulate tentative career goals. (R)
3. I can evaluate approaches for meeting my goals. (R)
4. I can identify my personal goals and values. (K)
5. I can identify my personal strengths and weaknesses. (K)

Benchmark 2:

Utilize local resources to research career plans.

Learning Targets (Type):

1. I can identify local resources to develop career plans. (K)
2. I can contact my school career counselor or teacher to pursue career pathways. (S)

Benchmark 3:

Recognize the interrelationships of family, community, career, and leisure roles.

Learning Targets (Type):

1. I can describe the importance of balance between family and community in regards to career and leisure activities. (K)
2. I can compare and contrast the needs of career and leisure activities and how they relate to and/or affect family and community. (R)
3. I can identify child development theories and their implications for educational and childcare practices. (K, R)
4. I can analyze cultural and environmental influences when assessing children’s development. (R)
5. I can analyze abilities and needs of children and their effects on children’s growth and development. (R)
6. I can identify appropriate guidelines for positive interactions with children. (K)
7. I can identify changes in family roles and family types. (K)
8. I can interpret the family life cycle/roles of parents. (R)
9. I can define and identify ways parenting skills can be developed. (K)
10. I can evaluate factors to consider in determining personal preparedness for parenthood:

(i.e., biological, social, emotional, financial, and educational.) (*R*)

11. I can evaluate the demands and rewards of parenting. (*R*)

STANDARD 2: Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management).

Benchmark 1:

Prepare a budget and keep financial records.

Learning Targets (Type):

1. I can research and report cost of materials and time. (*S*)
2. I can document financial inputs and outputs. (*S*)
3. I can identify the necessity to maintain accurate financial records. (*K*)
4. I can apply and stay within a fixed budget. (*S*)
5. I can identify the costs involved with prenatal care, childbirth, and the first year of life. (*K*)

Benchmark 2:

Prioritize, allocate time, prepare and follow schedules to complete a project.

Learning Targets (Type):

1. I can estimate the required time to complete a project. (*S*)
2. I can prioritize resources, equipment and tasks. (*S*)
3. I can reflect upon completion. (*S*)

Benchmark 3:

Apply appropriate time to task.

Learning Targets (Type):

1. I can implement a time schedule for task completion. (*S*)

Benchmark 4:

Use physical resources wisely to accomplish a goal.

Learning Targets (Type):

1. I can identify the resources necessary to accomplish the task. (*K*)
2. I can maintain the tools of the trade. (*S*)
3. I can maximize the use of my resources. (*S*)
4. I can investigate the costs of birth defects to family and society. (*S*)

STANDARD 3: Students acquire and utilize personal and leadership skills to become successful, productive citizens.

Benchmark 1:

Demonstrate active leadership skills by participation in group activities and projects.

Learning Targets (Type):

1. I can investigate various leadership styles. (*S*)
2. I can apply leadership styles in group activities and projects. (*S*)

Benchmark 2:

Demonstrate positive personal and work ethics.

Learning Targets (Type):

1. I can show up for class and work on time. (*S*)
2. I can develop personal and work related goals. (*S*)
3. I can describe ethical behavior in the workplace. (*K*)

Benchmark 3:

Demonstrate skills to be a productive citizen.

Learning Targets (Type):

1. I can develop professional relationships with community members. (S)
2. I can contribute to my community in a positive manner. (S)

Benchmark 4:

Apply self-esteem building practices.

Learning Targets (Type):

1. I can define and provide evidence of my strengths in my career interest areas. (K)
2. I can persevere through set backs and stay focused on my goals. (S)

Benchmark 5:

Demonstrate appreciation for diverse perspective needs and characteristics.

Learning Targets (Type):

1. I can develop a working relationship with diverse populations. (S)
2. I can demonstrate communication skills that contribute to positive relationships. (S)
3. I can work to understand diverse points of view. (S)
4. I can participate in classroom discussions while respecting diverse opinions. (S,R)

Benchmark 6:

Practice several methods of effective communication.

Learning Targets (Type):

1. I can demonstrate good listening skills. (S)
2. I can effectively communicate verbally through collaborative projects. (S,P)
3. I can develop quality written professional communications. (S)
4. I can model and demonstrate appropriate communication skills. (S)

STANDARD 4: Students acquire and demonstrate current technical skills leading to an occupation.

Benchmark 1:

Practice technical skills and procedures required for an occupation.

Learning Targets (Type):

1. I can compose personal and business documents properly for job opportunities. (S, P)
2. I can research and use MTCIS for career development. (K, R)
3. I can use multiple sources to research opportunities and future careers. (S, K)
4. I can create, use, and evaluate a document to be applicable for today and the future. (P,S,R)

Benchmark 2:

Practice safe and appropriate use of technology.

Learning Targets (Type):

1. I can explain what cash flow is and how it impacts one's finances and budget. (K,R)
2. I can determine the difference between wants and needs as they relate to my financial capabilities. (K,R)
3. I can describe banking/financing options in regards to one's own money. (K R)
4. I can determine what methods of saving and investing are realistic based on one's financial means. (K,R)
5. I can extrapolate how debt is incurred and how to avoid acquiring it. (K,R)
6. I can use basic math computations and principles to formulate financial information and reports. (K,R)
7. I can comprehend the legal necessity for finances to be accurately recorded, maintained, and report. (K,R)
8. I can comprehend the legal ramifications of inaccurate finances. (K,R)

Benchmark 3:

Select the appropriate tools, equipment, and procedures for the task.

Learning Targets (Type):

1. I can compare the different types of market structures and the effect they have on the price and the quality of the goods and services. (S)
2. I can recognize the various types of business and interpret their functions. (S)
3. I can identify the importance of E-Commerce and its relevance to the success of marketing. (S)
4. I can analyze the importance of supply and demand to both the consumer and business. (S)
5. I can evaluate the relevance of sales and the success or failure of a business. (S)
6. I can recognize the relevance of good customer service to the success of a business and explain the various means of satisfying the customer. (S)

Benchmark 4:

Manage and maintain technological tools and follow troubleshooting protocol.

Learning Targets (Type):

1. I can manage, explain, and organize technological tools, (K,R)
2. I can recognize and follow appropriate troubleshooting techniques and protocol. (K,S)
3. I can demonstrate and use various technological tools in a variety of situations. (R,S)

Benchmark 5:

Apply technical information to a variety of sources.

Learning Targets (Type):

1. I can use technological tools and apply them to real life situations. (K,R)
2. I can develop and present technical information to a variety of sources. (K,R,S,P)

STANDARD 5: Students know and demonstrate the requirements of the workplace through authentic application.**Benchmark 1:**

Practice and demonstrate academic and technical skills to a workplace setting.

Learning Targets (Type):

1. I can practice, and demonstrate my technical workplace skills in my school lab. (S)
2. I can research, write and present on the technical content utilizing academic skills found in workplace settings. (S)

Benchmark 2:

Apply the concepts of entrepreneurship.

Learning Targets (Type):

1. I can explain the concepts of entrepreneurship. (K)
2. I can demonstrate the concepts of entrepreneurship through a unique project. (S)
3. I can present my unique project to an authentic audience. (S)

Benchmark 3:

Identify possible outcomes and consequences of decisions.

Learning Targets (Type):

1. I can identify possible consequences of carelessness and horseplay. (K)
2. I can explain potential outcomes of not following directions, (i.e. safety, guidelines, rubrics). (K)

Benchmark 4:

Use acceptable industry standard equipment in a school setting.

Learning Targets (*Type*):

1. I can successfully use acceptable industry standard equipment to produce an authentic product within budget constraints. (*S*)