

**Course Title:** Business Principles, Marketing, and Finance

**Department:** CTE

**Course Number:** 7629

**Grade Level/s:** 10 - 12

**Length of course:** One Year

**Prerequisite/s:** Entrepreneurship

**UC/CSU (A-G) Req:** G (Pending UC Submission)

**Brief Course Description:** In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. Students will also study personal finance and understand the importance of financial literacy. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.

## I OUTLINE OF CONTENT FOR MAJOR AREAS OF STUDY

### A. Unit 1 – Business Principles

1. Description: Students will explain the principles of supply and demand, identify types of businesses, and compare the different forms of business ownership as they participate in classroom discussions and activities that examine the organizational structures and functions of business. Students will create and/or use charts, diagrams, examples, written explanations, and/or illustrations to show various business cycles and the differences between goods and services.
2. Key Assignments:
  - a. Forms of Business Ownership (Group Project) – Students will create a business idea and compare and contrast the various forms of business ownership and choose the most appropriate form for their business. Students will choose from a variety of platforms to produce a report of their findings to the class. Students will learn the basic principles of the forms of business ownership and be able to identify the key differences among them.
3. Standards Addressed in this Unit:
  - a. C3.2 Compare the different types of business ownership and the advantages and disadvantages of owning and managing a small business.
  - b. C1.1 Understand the role and importance of entrepreneurship and small business in the economy.

- c. C1.2 Understand the part government plays in the free-enterprise system and its impact on small businesses.
- d. C2.1 Define and identify the following entrepreneurial characteristics: adaptability, competitiveness, confidence, discipline, perseverance, vision, and risk taking.
- e. C3.1 Know the risk management principles associated with small-business ownership.
- f. C3.3 Understand differentiation and creating a unique product/service.
- g. C3.6 Analyze a proposed business situation and its potential market.
- h. C3.7 Compare and contrast starting a new business versus buying an existing business.
- i. C4.1 Define terms to develop the creative process such as originality, flexibility, brain storming, modification, associative and metaphorical thinking.
- j. C4.2 Develop creative thinking to stimulate curiosity and promote divergence.

B. Unit 2 - Marketing

1. Description: In this unit, students will learn the 4 P's of Marketing – Product, Placement, Price, and Promotion – that are used to sell a product. Students will demonstrate these basic marketing concepts and utilize concepts to develop a marketing plan. They will identify the marketing mix, define, and correctly use common marketing terms in speaking and writing, evaluate marketing failures and prepare solutions, and finally, analyze and assess a company's products and services and marketing methods used.
2. Key Assignments:
  - a. Develop a marketing plan for a new product or service of an existing or student developed company. Students will learn the elements of a marketing plan.
  - b. Students will prepare a presentation for a promotional campaign, including an executive summary, descriptions, objective(s) of the campaign, identification of the target market, primary markets and secondary markets, advertising media, budget, schedules of all advertising planned, and schedules of all sales promotion activities planned. Students will learn what should be included in an effective marketing campaign, and how to present these elements to achieve the desired results.
  - c. Students will conduct a market analysis of a company, drawing information from the company profile and website, including:
    - (i) The market share the company has in its industry subsector and its marketing implications.
    - (ii) A classification, with justification, of the company's market position.
    - (iii) Main market segments.
    - (iv) Key marketing objectives of the company.
    - (v) A clear definition of the marketing function and what it aims to do.
    - (vi) How the company meets the aims of the marketing function.
    - (vii) Type of market structure and how it affects their marketing strategies.
    - (viii) The success of the marketing strategy adopted by the company in meeting their objective.
  - d. Project- Stockmargetgame.org - Students will learn how a real company employs their marketing mix and study the effectiveness of their marketing decisions.

3. Standards Addressed:
  - a. C9.1 Identify target markets, competition, and customer profiles.
  - b. C9.2 Know the components of a promotional plan (e.g., advertising, public relations, sales promotion) and how the plan is used to achieve a stated outcome.
  - c. C9.3 Identify the selling techniques used to aid customers and clients in making buying decisions.
  - d. C9.4 Understand how products and services are conceived, developed, maintained, and improved.
  - e. C9.5 Use market research to develop strategies for marketing products or services in a small business.
  - f. C9.6 Create an effective marketing plan including current social media, viral marketing, and other technologies.
  - g. C6.3 Conduct market research by using a variety of methods.
  - h. C8.4 Formulate pricing strategies for goods and services for a small business.

C. Unit 3 - Selling

1. Description: Students will recognize and demonstrate the steps and techniques of selling/buying motivations and the consumer decision-making process. They will employ effective communication skills to address the needs of their intended audience.
2. Key Assignments:
  - a. After studying and discerning what makes up good and bad service practices, students will develop a skit demonstrating good and bad customer service practices—students will write script for good and bad practices.
  - b. Create a flyer for a new business that you would like to see in our area. Create the flyer as if it is the grand opening for your business. Make sure you list dates, times, location, any promotions you may be running, and what kind of products or services your business has to offer.
  - c. Students will conduct a survey about customer service. They will interview salespeople, customers, and business owners about customer service, and analyze the effects of good and bad customer service. Students will present their findings to the class.
  - d. Project- Stockmargetgame.org - Students will learn the effects of customer service on the success of the business.
3. Standards Addressed:
  - a. C6.3 Conduct market research by using a variety of methods.
  - b. C9.3 Identify the selling techniques used to aid customers and clients in making buying decisions.
  - c. C9.5 Use market research to develop strategies for marketing products or services in a small business.

D. Unit 4 – Accounting

1. Description: Students will develop and understand the role of accounting in the business cycle through analytical reports that demonstrate a business's financial health. Students will create a balance sheet, break-even analysis, and profit and loss statement utilizing generally accepted accounting principles (GAAP). Examination of different ethical questions in the world of accounting will be demonstrated by students throughout the course through written and oral

presentations. Presentation of a variety of accounting careers will summarize the unit through student multimedia presentations.

2. Key Assignments:
  - a. Ethics Journal: Students will respond to a scenario in which a manager requests a change in a financial statement that allows the company to appear to have less expenses or a greater profit.
  - b. Business Plan: Student groups will develop an executive summary of a short-term business (i.e., lemonade stand), designing a portfolio of financial statements, including start-up costs, profit and loss statement, and balance sheet, using charts, graphs, and spreadsheets.
  - c. Multimedia Presentation: Small group multimedia presentation on accounting services, careers with various education levels – accounting, bookkeeping, internal audit.
  - d. Project- Stockmargetgame.org - assessors, tax preparation, budget analysts, payroll clerks, and loan officers. Students will research, decipher, and analyze information and present.
3. Standards Addressed:
  - a. C8.1 Identify startup costs.
  - b. C8.2 Understand the relationship between supply and demand and pricing and production.
  - c. C8.3 Research sources of capital.
  - d. C8.4 Formulate pricing strategies for goods and services for a small business.
  - e. C8.5 Project annual and monthly business income and expenses.
  - f. C8.6 Calculate financial projection sales, income, expenses, and taxes.

E. Unit 5 – Financial Management

1. Description: This unit will cover basic financial principles that will show students how to analyze the financial conditions of a business. Students will prepare, interpret, and analyze standard accounting statements including an income statement (profit and loss statement), a balance sheet, and statement of cash flow, all necessary for business. Students will be able to identify and define what assets, liabilities, and owner's equity are and explain the difference between a debit and credit. They will also be able to explain how T accounts are used to identify assets, liabilities, and owner's equity and explain the difference between current assets, long-term assets, current liabilities, and long-term liabilities.
2. Key Assignments:
  - a. Students will learn how to journalize transactions into debit and credit parts.
  - b. Students will construct income statement, balance sheet and statement of owner's equity from a worksheet utilizing a spreadsheet.
  - c. Students will manually process from start to finish a payroll check given hourly, salaried and commissions. Students must use tax charts and current percentages for social security and Medicare.
  - d. Project- Stockmargetgame.org
3. Standards Addressed:
  - a. C8.1 Identify startup costs.
  - b. C8.3 Research sources of capital.
  - c. C8.5 Project annual and monthly business income and expenses.
  - d. C8.6 Calculate financial projection sales, income, expenses, and taxes.
  - e. C8.7 Construct a financial plan.

- f. C11.3 Recognize various types of taxes that affect a small business.
- g. C11.6 Plan compensation and benefit options.

F. Unit 6 - Personal Finance

1. Description: Students will develop knowledge of personal finance skills by developing a portfolio of assignments including income taxes, budgeting, goal setting, needs and wants, checking accounts, FICO scores, credit cards, purchasing a vehicle, saving, and investing, and identity theft. Students will work with business representatives, peers, parents, and teachers to achieve and demonstrate a thorough comprehension of personal financial literacy. Students will develop lifelong skills to meet the changing and competitive global society on a personal level. Students will integrate practical information on careers, taxes, budgeting, investing, saving, and managing credit for a lifetime. Students will develop lifelong skills to meet the changing and competitive global society on a personal level. Students will integrate practical information on taxes, budgeting, investing, saving, and managing credit for a lifetime.
2. Key Assignments:
  - a. Prepare, separate, and illustrate individual student's needs and wants on Maslow's Hierarchy chart.
  - b. Prepare and use financial institution forms to create, maintain, and analyze a personal checking account.
  - c. Examine and calculate the true cost of ownership for a personal automobile.
  - d. Understand and evaluate the differences between saving money and investing money.
  - e. Demonstrate the understanding of methods for protecting yourself from identity theft and the financial consequences.
  - f. Ethics Journal: Small group and class discussions will result in multiple individual quick writes that require students to make judgments based on personal and business ethical dilemma scenarios.
  - g. Project-Student will compete nationally against other high school students through [www.stockmarketgame.org](http://www.stockmarketgame.org) - Students will learn to evaluate budgets and look at investments and have a clear understanding of different levels of risks as it relates to investing.
3. Standards Addressed:
  - a. C8.3 Research sources of capital.
  - b. C8.5 Project annual and monthly business income and expenses.
  - c. C8.6 Calculate financial projection sales, income, expenses, and taxes.
  - d. C8.7 Construct a financial plan.

G. Unit 7- Economics

1. Description: This unit introduces students to economic concepts that relate to business. They begin with scarcity and opportunity costs, move into supply, demand, and equilibrium to understand pricing, engage with the factors of production and productivity before grappling with the business cycle. Students will diagram a decision-making process, analyze factors of production, and risks and reward of economic decisions. They will also identify factors of production needed to create wealth and explain the role of business in a free-enterprise system. Students will also recognize the determinants of supply and demand and their impact on pricing, calculate productivity with various levels of input,

and illustrate the business cycle elaborating on leading, coinciding, and lagging economic indicators.

2. Key Assignments:
  - a. Teams of students will create and perform a skit based on ordinary small business interactions using the basic economic vocabulary, adopting the roles of customer, salesperson, owner, capital goods supplier and a regulatory agency.
  - b. Graphic Organizer: Students will construct a graphic organizer indicating a decision-making process, e.g., matrix, pro/con, decision-making tree, if/then, etc. By using this graphic organizer, students will analyze information and make decisions on how a person might decide whether to work part-time while in high school or which college to choose.
  - c. Supply & Demand Poster: Students will analyze a product based on factors in supply and demand and create a poster representing findings to the class which identify the factors and provide visualization of the demand and supply curve.
  - d. Storyboard: Students will create a storyboard depicting their research findings on the relationship between economic conditions and business growth
  - e. Project- Stockmarketgame.org
3. Standards Addressed:
  - a. C8.2 Understand the relationship between supply and demand and pricing and production.
  - b. C8.4 Formulate pricing strategies for goods and services for a small business.
  - c. C7.2 Identify factors for business expansion.
  - d. C1.4 Demonstrate the relationship between supply and demand and pricing and production.

#### H. Unit 8 - Government Roles

1. Description: Students will use a variety of strategies to differentiate and describe government roles and activities in business. Students will discuss common business rules, laws, and regulations as well as the importance of compliance.
2. Key Assignments:
  - a. The student demonstrates professional standards/employability skills required by business and industry. The student is expected to: comply with all applicable rules, laws, and regulations.
  - b. The student identifies the role and impact of government, the legal system, and organized labor in business. The student is expected to: differentiate among the roles of government in business; and describe types of activities performed by governments in business.
  - c. Project- Stockmargetgame.org
3. Standards Addressed:
  - a. C3.4 Examine current trends that provide both domestic and global opportunities for entrepreneurs.
  - b. C1.2 Understand the part government plays in the free-enterprise system and its impact on small businesses.
  - c. C1.6 Explore the impact of cultural and social environments on global trade.
  - d. C7.5 Evaluate advantages and disadvantages of business locations.
  - e. C10.2 Explore technology related to global commerce—cultural differences, foreign currencies, and logistics.

- f. C11.2 Identify government regulations (federal, state, and local) that affect small business.

I. Unit 9 - Domestic and World Trade

- 1. Description: Student teams and/or individuals will research, discuss, and/or present current events and/or other assigned topics designed to explain the role of business in a global society, to compare domestic and world trade, and to explain the impacts of imports and exports on the U.S. economy. Students will continue to develop and demonstrate their professionalism and communication skills by asking appropriate questions during presentations, activities, and discussions.
- 2. Key Assignments:
  - a. The student relates to the impact of international business on the U.S. economy. Current events—journal and discussions
  - b. The student is expected to: (A) explain the role of business in a global society; (B) compare domestic and world trade; and (C) explain the impact of imports and exports on the U.S. economy. Current events and discussions
  - c. Project--Stockmarketgame.org
- 3. Standards Addressed:
  - a. C3.4 Examine current trends that provide both domestic and global opportunities for entrepreneurs.
  - b. C1.2 Understand the part government plays in the free-enterprise system and its impact on small businesses.
  - c. C1.6 Explore the impact of cultural and social environments on global trade.
  - d. C7.5 Evaluate advantages and disadvantages of business locations.
  - e. C10.2 Explore technology related to global commerce—cultural differences, foreign currencies, and logistics.
  - f. C11.2 Identify government regulations (federal, state, and local) that affect small business.

J. Unit 10 - Public Speaking and Customer Service

- 1. Description: This unit will cover what an employee needs to do before, during, and after a purchase. Students will study concepts to improve level of customer service satisfaction and successfully meeting the customer's expectations of service. Students will demonstrate how to properly treat customers with a high level of quality and service. They will also create, compile, and analyze raw data and present findings in appropriate form. In this unit, students will also research customer service for special needs populations and report findings.
- 2. Key Assignments:
  - a. Skit demonstrating good and bad customer service practices – students will write the script for good and bad practices.
  - b. Students will go to a mall and survey people coming out of a store about customer service. Interview salespeople about customer service and analyze the effects of continued bad customer service. Upon completion, students will present and develop a written report with findings.
  - c. Optional Key Assignments:
    - (i) Create a customer service project. Students will research 3-5 companies and list their values, commitment, and mission of the company's customer service. Present information in presentation or written format.

- (ii) Create a poster campaign outlining the customer service policies of a specific company. Present and discuss poster with peers.
- (iii) Written paper, answering the following: Explain the difference between product standards and service. Have the students write service standards for a service business.
- (iv) Research customer service practices in different countries.
- (v) Emotional Intelligence Assessment—PowerPoint presentation and notes.
- d. Project- Stockmarketgame.org
- 3. Standards Addressed:
  - a. C4.2 Develop creative thinking to stimulate curiosity and promote divergence.
  - b. C4.3 Defend why failure is an opportunity to learn and to understand that creativity and innovation are a long-term and cyclical process of successes and mistakes.
  - c. C4.4 Explore recognized creative-minded individuals and their products and services.
  - d. C5.1 Describe how cultural/ethnic/generational differences affect interpersonal interactions/communications within a business structure.
  - e. C6.3 Conduct market research by using a variety of methods.
  - f. C9.3 Identify the selling techniques used to aid customers and clients in making buying decisions.
  - g. C9.5 Use market research to develop strategies for marketing products or services in a small business.

## II ACCOUNTABILITY DETERMINANTS

- A. Assessment Methods:
  - 1. Tests
  - 2. Quizzes
  - 3. Projects
  - 4. Presentations
  - 5. Written assignments
  - 6. Simulations
  - 7. Discussions

## III INSTRUCTIONAL MATERIALS AND METHODOLOGIES

- A. Required Textbook(s)
  - Title: N/A
  - ISBN:
  - Format:
  - Author(s):
  - Publisher:
  - Year:
- B. Supplemental Materials:
  - 1. Everfi - <https://everfi.com/>
  - 2. High School Financial Planning Program - <https://www.hsfpp.org/>
  - 3. The Stock Market Game - <https://www.stockmarketgame.org/>
  - 4. CTE Online - <https://www.cteonline.org/>
  - 5. Knowledge @ Wharton High School - <https://kwhs.wharton.upenn.edu/>



- C. Instructional Methodologies:
1. Project Based Learning
  2. Game Based Learning
  3. Inquiry-based Learning
  4. Flipped Classrooms
  5. Cooperative Learning
  6. Differentiated
  7. Demonstrating
  8. Presenting
  9. Direct Instruction
  10. Integrating Technology
  11. Brainstorming/Small Group
  12. Peer Instruction
  13. Curriculum Compacting
  14. Case Study
  15. Simulation