

ag CTE Business and Financial Literacy

Connecting Waters Charter School (053706)

Basic Course Information

Abbreviations:

Abbreviation	Course code
ag CTE Business and Financial Literacy A	7E0400 CTE
ag CTE Business and Financial Literacy B	7E0401 CTE

Length of course:

Full Year (2 semesters; 3 trimesters; 4 quarters)

Subject area:

Subject area	Discipline
College-Preparatory Elective ("g")	History / Social Science

UC honors designation: No

Grade levels:

9th	10th	11th	12th
		X	

Course learning environment: Classroom

Is this course an integrated course? Yes

Course Description

Overview:

This course, Business and Financial Literacy, is designed to provide students with an analytical perspective as to how today's organizations operate and to provide an overview of the financial operations of a business. The course attempts to emulate the academic rigor of a college class, while simultaneously studying the basic business principles essential to understanding and navigating the future of business.

Upon completion of this course, students are expected to demonstrate a clear understanding of basic

accounting principles, fundamentals of economics, business plan development, financial and career planning, and money management strategies. Students will gain highly marketable skills that will prepare them for postsecondary education, advanced training and/or employment.

Students will gain a solid understanding of both business and personal finances. Upon completion of this course, student will have the opportunity to earn a Financial Literacy Certificate.

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Prerequisites: None

Corequisites: None

Course content:

Module One: Economics and the Global Economy

Module One introduces students to the basic concepts of economics and globalization. Students will discuss the concepts of opportunity cost, scarcity, and factors of production. Students will study different economic systems and how supply and demand affect prices. They will learn about financial markets and institutions and how incentives are used. Students will describe the functions and properties of money and the roles of the government in U.S. economy. Students will explore the goals of an economy and study economic indicators, business cycles, and global trade.

Module One Project: Understanding Global Trade

Students will choose a product that they have recently purchased or are considering buying that was made in a foreign market and will answer the following questions and create an information sheet about the product:

- Where was the product manufactured?
- Is there a similar product available that is made in the U.S.?
- What factors affected your decision to purchase that particular product over competing brands?
- How does the imported product benefit your life?

Student will then conduct research using print and online resources to find out more about the import laws that affect the product that was purchased. Students will write a report that explains how the

purchased product was affected by global trade.

Students will then role play salesperson/business owner and explore why a business owner would/wouldn't want to stock this particular product.

Students will then give the class a presentation on their findings.

Module Two: Business Ownership and Planning

Module Two introduces students to the concept of owning a business. Students will explain the different types of business ownership and the advantages and disadvantages of each. Students will explore the components of a business plan, including the financial plan. Students will understand the role of accounting in financial management. Students will discuss the concepts of capital and costs and explain projected income statements. Students will have the opportunity to carefully study all of the elements of financial plan through the use of a case study.

Module Two Project: Choose a Business

Students will choose a business that appeals to them and develop a vision statement. Students will begin the project by answering the following questions:

- What type of product or service would you like your business to offer?
- Would you begin with a franchise, buy an existing business, or start one from scratch?
- Who would your competition be?
- Would you need to hire employees to help you run your business?
- In what areas of the business, such as accounting or sales, would you need assistance?
- Students will develop a vision statement after answering these questions.
- Students will then explore entrepreneurship and decide if it is a good fit for them. They will do this, by doing the following:
- Visit the Small Business Administration Web site and take their quiz that determines if one is ready to start his/her own business.
- Locate articles about successful entrepreneurs to find out how they prepared, what challenges they faced, and how they overcame the hurdles.
- Outline the challenges that might arise in owning the specific business you chose.
- Student will arrange to meet with a local business owner to find out more about their personal obstacles as an entrepreneur. Students will prepare a list of interview questions based on their previous research. They will use the responses to create a tip sheet for all prospective entrepreneurs.

Students will create a Power Point presentation and share their vision statement and findings to the class.

Module Three: Business Finance

Module Three will provide an overview of the concepts of business finances. Students will explain startup costs, operating costs, and reserve funds and will discuss sources of funding a small business. Students will discuss the basics of financial accounting and the various statements involved. Students will explain how to manage a payroll system and inventory.

Students will describe how to determine price and how to plan for the growth of a business.

Module 3 Project: "Financial Statements 101 for an 8 Year Old"

Students work in small groups (no more than 3) to create a children's book outlining the differences between an income statement, a budget sheet and a balance sheet. Students will incorporate what they have learned in Module 13 to create a coherent and visually stimulating children's book filled with elementary examples and relatable visuals to explain the three financial statements. Students will be provided a rubric at the beginning of the project, and after projects are submitted, each student will be given a student feedback form to critique each other's book.

Module Four: Financial Literacy and Career Planning

Module Four will give the students the opportunity to learn about financial planning. Students will describe how to create a financial plan; they will discuss the relationship between work, careers, and financial planning. Students will learn to identify the issues to consider when choosing a career and effective strategies to obtain employment. They will explain the relationship between financial documents and money management strategies and how to create a budget.

Module Four Project:

Research a career area of interest in a function of business, and thoroughly complete the following for each:

1. Define job duties and responsibilities?
2. Skills and attributes required to do the job successfully?
3. Education, training or certifications needed?
4. What does the work setting look like i.e. hours, environment, & travel, stress?
5. What is the future outlook for employment opportunities?
6. What pay and benefits might you expect?
7. Personal assessment – Explain why this career is right for you? Does it fit your personality and interests?
8. What steps will you take to make this happen?
9. Include a Work Cited page using the web site source

Sources:

1. [U.S. Bureau Of Labor Statistics](#)
2. [careers.org](#)
3. Use one company in the specific career field
4. monster.com (company specific information)

Module Five: Banking and Credit

In Module Five, student will learn about the concepts of banking and credit. Students will describe different types of financial services and institutions. Students will explain what consumer credit is and the costs and methods of issuing credit. Students will learn how to protect their credit from errors and theft and how to manage debt.

Module Five Project: What Can a Bank Do?

Students will choose two local banks and research the following:

- What services do they offer for personal banking?
- What services do they offer for small businesses?
- What services do they offer for commercial businesses?

Students will create a flowchart outlining and explaining each of these services. Students will write a conclusion explaining which bank would be the best choice for personal banking, small business banking and commercial banking.

Module Six: Investments

In Module Six, students will learn about the concepts of saving and investing money. They will discuss how to set goals for savings and investing, identify alternatives, and develop a personal investment plan. Students will explore types of stock investments and explain how to select them, as well as the methods for buying and selling stocks. They will describe types of bonds and mutual funds, how to select them, and how to buy and sell them.

Module 6 Project: Stock Market Project

Students work independently in this project where they need to research and follow the current stock market.

Students work independently to complete the stock market project. Students will be required to create an account and log in to [How the Market Works](#). Students must buy at least five stocks and track their stocks over a period of six weeks using prominent stock exchange sites, such as Yahoo! Finance, Google Finance or the Wall Street Journal. Students will need to spend many hours at the beginning researching stable companies and companies that can maintain their financial stability. Students will present via communication board the stock company names, trading symbols, purchase price and selling price, company's product or means of income, and a graph outlining the fluctuation. Students will also submit a paper explaining their outcome, experience and reflection on the overall project. A rubric will be provided at the beginning of the project and student feedback forms will be distributed for peer review.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Primary
Business and Personal Finance	Jack R. Kapoor, Les R. Dlabay, Robert J. Hughes	Glencoe	2012	Yes