



**D.C. EVEREST
SENIOR HIGH SCHOOL**

6500 Alderson Street
Weston, WI 54476

To: Kristine Gilmore
From: Thomas W. Johansen
Date: October 19, 2011
Subject: Course Modifications

At the request of the secondary school principals, the Business, Information, Technology, and Marketing Department evaluated their curricular offerings to determine if the current curricula provided the appropriate learning opportunities for our high school students who plan to enter the career tracks of business, finance, and information technology. Department members worked collaboratively to complete a comprehensive study of these issues. Communications with universities, technical schools and businesses were initiated to complete the analysis. The department has submitted recommendations for curricular changes to better meet the needs of our students. Please forward the following recommendations to the school board for approval of course revisions and additions in the Business, Information, Technology, and Marketing Department. Course descriptions and curricular outlines are enclosed for review.

New Curriculum:

Game Design and Development (grades 11–12) This career area continues to see rapid growth with expectations to have the top annual growth outcomes for all career tracks in the state of Wisconsin.

Revised Curricula:

Today's Business and Career Pathways (grade 8) This course is currently offered at the Junior High School and is proposed to increase from a 9-week class to a semester class. This proposal helps the district meet the DPI requirements of career exploration and technology instruction. The Career Seminar curriculum, currently offered at the high school, will be embedded into this revised course.

Business Management (grades 11–12) This course has been designed to provide a basic understanding of the essential elements of business management. The Business Law course that is currently offered at the high school will be dropped but units of instruction will be embedded into the new Business Management curriculum.

Advanced College (AP) Accounting (grades 11–12) AP accounting will be considered in February 2012 by the AP College Board for approval as an AP course selection. If approved, the business department is prepared to offer the opportunity for high school students to participate in this AP level course. If not approved, students will still have opportunity for advanced college credit through completion of the CLEP Financial Accounting Exam.

One additional course revision will be forthcoming to the School Board for approval. The Business Department is revising the International Business course curriculum. When the curriculum outline and course syllabus have been completed the course revision will be sent to the Board for approval. These course modifications and additions have been forwarded for approval from the curriculum coordinators and the administrative cabinet. Thank you for your time and consideration of these proposals.

Course Modification – October 2011

Business, Marketing, and Information Technology Department, D. C. Everest

Aaron Hoffman, Coordinator

Judi Olson, Ann Meronek, Jim Dahlgren,

Jennifer Gipp, and Bryan Schilling

Course Name: Advanced College (AP) Accounting

Audience/Target Market: 11th - 12th grade

Length of Course: Semester

Prerequisite: None

Career Cluster: Business Management and Administration, Information Technology, Finance, Marketing

Rationale:

Students at D. C. Everest High School have had an opportunity to participate in an Accounting 1 program for a number of years. In order to create additional rigor and relevance, the Advanced College (AP) Accounting class will offer high-achieving students an opportunity to complete a college level class. Literacy, writing, financial literacy, and project management skills will also be included.

Business Administration is the number one declared major of college freshmen [Source: The American Freshman National Norms for Fall 2008, Cooperative Institution Resource Program, (UCLA, 2008)] and it accounts for 39% of all US jobs, including the largest number of career positions annually [Source: US Bureau of Labor Statistics. (2010, May 14)]

A Business Administration student in college students will be asked to take a minimum of two Accounting classes. Offering students the opportunity to take a higher level college Accounting course in High School will give them an early start to their college career and a jump-start to their success in the business world.

Note: AP Accounting will be brought to the college board in February 2012. The CLEP Financial Accounting Exam developed by the College Board will also be available for students completing this course.

Course Description:

College Accounting uses an integrated approach to learn accounting. Students first learn how businesses plan for and evaluate their operating, financing and investing decisions and then how accounting systems gather and provide data to internal and external decision makers. This year-long course covers all the learning objectives of a traditional college level financial accounting course, plus those from a managerial accounting course. Topics include an introduction to accounting, accounting information systems, time value of money, and accounting for merchandising firms, sales and receivables, fixed assets, debt and equity. Other topics include statement of cash flows, financial ratios, cost-volume profit analysis and variance analysis. By taking and passing a comprehensive end-of-year test, students are eligible for three credits at Kansas State University. By completing an additional online class offered by KSU, students would receive six credits that would transfer to any college or university. See instructor for details.

Tentative Units and Duration:

1. Introduction to Financial Reporting and Operating Activities (5 weeks)
2. Financial Planning and Decision-Making for Operating Activities (5 weeks)
3. Financial Reporting for Operating Activities, Part 1 (5 weeks)
4. Financial Reporting for Operating Activities, Part 2 (5 weeks)
5. Financial Planning and Decision-Making for Capital Investment Activities (5 weeks)
6. Financial Planning and Decision-Making for Financing Activities, and Financial Reporting for Financing Activities (6 weeks)
7. Financial Reporting for Cash Flow (5 weeks)

Note: approximately 75% of the course is dedicated to financial accounting topics and approximately 25% is dedicated to managerial accounting topics.

**technology will be infused throughout all units*

Anticipated Cost:

It is the intent of the department to keep startup costs at a minimum. Other Wisconsin schools who have integrated this curriculum in the Business & Information Technology Department have implemented it as a stand-alone course or as an “add to the current” Accounting 1 course. Most have these students sitting in the Accounting 1 room . . . and the number of students is added to the course load.

Anticipated costs:

Text for each student

Teacher’s annotated text

Summer 2012 AP Accounting Teacher training costs

Preparation Already Completed:

Ann Meronek has been involved with the WICPA and DPI sponsored accounting events for many, many years. She has developed many contacts and has completed the training and groundwork for the expansion of the accounting program. Judi Olson completed the Advanced Accounting/AP Preparation course in Madison in July 2011. As a result of that training, access to the AP Accounting “cloud” has been granted which includes teaching materials developed by Advanced College (AP) Accounting teachers throughout the nation. A survey of current students was conducted and students are interested in Advanced Accounting. A significant interest in AP courses in general was noted by Dr. Tom Johansen in April 2011.

Judi Olson completed the Advanced Accounting/AP Preparation course in Madison in July 2011. A survey of current students was conducted and students are interested in Advanced Accounting. A significant interest in AP courses in general was noted by Dr. Tom Johansen in April 2011.

I. The Accounting Profession

Achievement Standard: Understand the role that accountants play in business and society.

Achievement Standard: Describe career opportunities in the accounting profession.

Achievement Standard: Demonstrate the skills and competencies required to be successful in the accounting profession and/or in an accounting-related career.

II. Financial Reports

Achievement Standard: Develop an understanding and working knowledge of an annual report and financial statements.

III. Financial Analysis

Achievement Standard: Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.

IV. Accounting Applications

Achievement Standard: 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.

V. Accounting Process

Achievement Standard: Complete the steps in the accounting cycle in order to prepare the financial statements.

VI. Interpretation and Use of Data

Achievement Standard: Use planning and control principles to evaluate the performance of an organization and apply differential analysis and present-value concepts to make decision.

VII. Compliance

Achievement Standard: Develop a working knowledge of individual income tax procedures and requirements to comply with tax laws and regulations.

From the National Standards for Business Education © 2007 by the National Business Education Association, 1914 Association Drive, Reston, VA 20191.

D.C. Everest School District
 Course Name: Advanced College (AP) Accounting
 Curricular Framework

<p style="text-align: center;">National and State Standards Guiding Programs</p> <p>NETS.1: Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p>NETS.4: Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>NETS.5: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>Understand the role that accountants play in business and society.</p> <p>Demonstrate the skills and competencies required to be successful in the accounting profession and/or in an accounting-related career.</p> <p>Develop an understanding and working knowledge of an annual report and financial statements.</p> <p>Assess the financial condition and operating results of a company and analyze and interpret financial statements and information to make informed business decisions.</p> <p>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>Complete the steps in the accounting cycle in order to prepare the financial statements.</p> <p>Use planning and control principles to evaluate the performance of an organization and apply differential analysis and present-value concepts to make decision.</p> <p><i>From the National Standards for Business Education.</i></p>		<p style="text-align: center;">Enduring Understandings</p> <p>The purpose of accounting is to provide the information that is needed for sound decision making.</p> <p>Accounting is the language of business.</p> <p>Accounting factors influence the success of a business.</p> <p>The accounting cycle helps us understand the operation of a business.</p>	<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> ▪ Rubrics ▪ Self evaluations ▪ Peer evaluations ▪ Progress checks ▪ Projects ▪ Simulations ▪ Journal Entries ▪ Oral and Written Presentations ▪ Practical examinations/tests
<p style="text-align: center;">Content Topics</p> <ul style="list-style-type: none"> ▪ Introduction to Financial Reporting and Operating Activities (5 weeks) ▪ Financial Planning and Decision-Making for Operating Activities (5 weeks) ▪ Financial Reporting for Operating Activities, Part 1 (5 weeks) ▪ Financial Reporting for Operating Activities, Part 2 (5 weeks) ▪ Financial Planning and Decision-Making for Capital Investment Activities (5 weeks) ▪ Financial Planning and Decision-Making for Financing Activities, and Financial Reporting for Financing Activities (6 weeks) ▪ Financial Reporting for Cash Flow (5 weeks) 	<p style="text-align: center;">Key Skills</p> <ul style="list-style-type: none"> ▪ Keyboarding ▪ Literacy ▪ Technology Integration ▪ Teamwork ▪ Decision-making ▪ Employability Skills ▪ Financial Literacy ▪ Research ▪ Persuasive Speaking ▪ Problem Solving ▪ Responsibility ▪ Time Management ▪ Character Development 	<p style="text-align: center;">Essential Questions</p> <p>Who needs accounting?</p> <p>Why is accounting considered the language of business?</p> <p>What is the purpose of the accounting system?</p>	<p style="text-align: center;">Co-Curricular/Support Activities</p> <ul style="list-style-type: none"> ▪ Guest Business Speakers ▪ FBLA and DECA Competitive Events ▪ Field Trips ▪ Local Business Mentoring Program

Scope & Sequence:

Elementary School	Middle School	Junior High	Senior High
Elementary Keyboarding (introduced in 2 nd and reinforced 3 rd through 5 th)	Computer Skills (6 th – required)	Today’s Business & Career Pathways (8 th – required) Computer Applications (9 th)	Accounting 1 Advanced College (AP) Accounting Advanced Software, Web, & Game Design Entrepreneurship Finance Finance Youth Apprenticeship Game Design & Development Global Business Multimedia and Design Website Design & Development

Course Proposal – September 2011

Business, Marketing, and Information Technology Department, D. C. Everest

Aaron Hoffman, Coordinator

Judi Olson, Ann Meronek, Jim Dahlgren,

Jennifer Gipp, and Bryan Schilling

Course Name: Game Design & Development

Audience/Target Market: 11th - 12th grade

Length of Course: Semester

Prerequisite: None

Career Cluster: Information Technology, Marketing, Business Management and Administration

Rationale:

According to www.search4careercolleges.com the market for educational and entertainment software, which includes video games, is expected to experience robust growth over the next decade. According to the Bureau of Labor Statistics, the number of computer applications software engineers is expected to rise by 93% from 2004 through the year 2014. Furthermore, a study conducted by the Wisconsin Department of Workforce Development and of the Office of Economic Advisors reported that a career in Computer Application Software will increase annually by 1.8% through the year 2018, which puts it at the top of annual growth projections in the state of Wisconsin.

This Game Design & Development Apps will prepare students to succeed in a fast-paced and exciting career in industries utilizing game and simulation programming techniques. From video game design to advanced software applications the business community is in need of game and software application students to fulfill those needs as technology continues to advance.

Career opportunities in the game and simulation programming fields range from engine, game, and artificial intelligence programmers to interface, lead, and quality assurance applications programmers, plus many more. According to Ben Geisler, President of Frozen Codebase, a commercial game company, entry-level salaries for these professionals typically range from \$30-38K, but increase dramatically as the programmer gains experience.

Course Description:

This Information technology course is designed to teach beginning programming using current animation and simulation programs such as Microsoft Visual Basic .Net, and mobile device technologies. Emphasis is placed on designing user-friendly graphical interfaces and coding efficient event-driven procedures. At the beginning of the course students will use Alice software to learn beginning animation and object oriented programming techniques. Visual Basic .Net will be used with the rest of the course, where students will expand on object oriented and event driven programming, as well as how to develop programs for mobile devices.

Tentative Units and Duration:

Introduction to Game Design (1 Week)

History of Gaming (1 Week)

Drawing Skills (2 Weeks)

Planning & Researching (3 Weeks)

The Game Industry (2 Weeks)

Design (9 Weeks)

Anticipated Cost:

Technology Periodical Subscriptions, Textbook, Software Training. Attendance at NTC training program by staff member.

Preparation Already Completed:

Judi Olson attended the introduction to Game Design and Development conducted by NTC professors. As a result of that meeting, two D. C. Everest students have completed a portion of the coursework. A significant interest in gaming in general, by DCE students, was noted by a Spring 2011 survey.

D.C. Everest School District
 Course Name: Game Design & Advanced Apps
 Curricular Framework

<p style="text-align: center;">National and State Standards Guiding Programs</p> <p>NETS.1: Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p>NETS.2: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>NETS.3: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>NETS.4: Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>NETS.5: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>NETS.6: Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.</p>		<p style="text-align: center;">Enduring Understandings</p> <p>Effective computer games share identifiable elements.</p> <p>Good games don't happen by accident; planning is essential.</p> <p>There is a process for creating an effective game from a complete game design.</p> <p>There is a process for testing and debugging the games.</p>	<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> ▪ Rubrics ▪ Self-evaluations ▪ Peer evaluations ▪ Progress checks ▪ Projects ▪ Simulations ▪ Journal Entries ▪ Oral and Written Presentations ▪ Practical examinations/tests
<p style="text-align: center;">Content Topics</p> <ul style="list-style-type: none"> ▪ Introduction to Game Design (1 Week) ▪ History of Gaming (1 Week) ▪ Drawing Skills (2 Weeks) ▪ Planning & Researching (3 Weeks) ▪ The Game Industry (2 Weeks) ▪ Design (9 Weeks) 	<p style="text-align: center;">Key Skills</p> <ul style="list-style-type: none"> ▪ Keyboarding ▪ Literacy ▪ Technology Integration ▪ Teamwork ▪ Decision-making ▪ Employability Skills ▪ Financial Literacy ▪ Research ▪ Persuasive Speaking ▪ Problem Solving ▪ Responsibility ▪ Time Management ▪ Character Development 	<p style="text-align: center;">Essential Questions</p> <p>What makes a game great?</p> <p>What are the critical elements of game design?</p> <p>How have games and hardware evolved, and where are they headed?</p> <p>How do I design a game that will be great?</p>	<p style="text-align: center;">Co-Curricular/Support Activities</p> <ul style="list-style-type: none"> ▪ Guest Business Speakers ▪ FBLA and DECA Competitive Events ▪ Field Trips ▪ Local Business Mentoring Program

Scope & Sequence:

Elementary School	Middle School	Junior High	Senior High
Elementary Keyboarding (introduced in 2 nd and reinforced 3 rd through 5 th)	Computer Skills (6 th – required)	Today’s Business & Career Pathways (8 th – required) Computer Applications (9 th)	Accounting 1 Advanced College (AP) Accounting Advanced Software, Web, & Game Design Entrepreneurship Finance Finance Youth Apprenticeship Game Design & Development Global Business Multimedia and Design Website Design & Development

Course Proposal – September 2011

Business, Marketing, and Information Technology Department, D. C. Everest
Aaron Hoffman, Coordinator
Judi Olson, Ann Meronek, Jodi Peterson, Jim Dahlgren,
Jennifer Gipp, and Bryan Schilling

Course Name: Business Management

Audience/Target Market: 11th - 12th grade

Length of Course: Semester

Prerequisite: None

Career Cluster: Business Management and Administration, Information Technology, Finance, Marketing

Rationale:

When looking at any successful business organization, one will find people with various skills, education and experience. Each person contributes something different to make the business a success. Companies face greater challenges today with the ups and downs of the economic market as well as the challenges of competing in the global economy. Life-long learning by each individual will contribute to keeping a company's competitive edge intact.

Last year students enrolled in the Business and Marketing classes completed a survey. Of all eight choices listed on that survey, Business Management ranked number one among classes that students would like to have an opportunity to study. Furthermore, after discussing new course options with Dr. Johansen he expressed his support of this new class to help fill the needs of the students at D.C. Everest.

Course Description:

This course is designed to provide a basic understanding of the essential elements of management. The course will introduce the students to the fundamental management functions including planning, organizing, leading, and controlling from a historical and contemporary perspective. These management functions will encompass practical applications of management theory.

The course is designed with a skills-based approach and focuses on oral communication, written communication, non-verbal communication, listening, problem solving, teamwork, decision making, conflict resolution, critical analysis, ethical reasoning. Students will be introduced to work related situations that will foster the management skills necessary for a successful future.

Tentative Units and Duration:

Introduction to Management (3 Weeks)

Financial Analysis (3 Weeks)

Planning and Decision Making (2 Weeks)

Organization and Human Resource (4 Weeks)

Motivation and Leadership (4 Weeks)

Control and Evaluation (2 Weeks)

**technology will be infused throughout all units*

Anticipated Cost:

We would need to purchase new textbooks.

D.C. Everest School District
 Course Name: Business Management
 Curricular Framework

<p style="text-align: center;">National and State Standards Guiding Programs</p> <p>NETS.1: Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p>NETS.2: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>NETS.3: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>NETS.4: Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>NETS.5: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>NETS.6: Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.</p>		<p style="text-align: center;">Enduring Understandings</p> <ul style="list-style-type: none"> ▪ The goal of business extends beyond merely making profits to being socially responsible to their various stakeholders. ▪ There are many opportunities for careers in business no matter what your interests, education or experience. ▪ Communication involves creating, sending, receiving and interpreting messages ▪ A careful, systematic process should be used to solve problems and make decisions. ▪ To help the company make a profit, managers must control costs. 	<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> ▪ Rubrics ▪ Self evaluations ▪ Peer evaluations ▪ Progress checks ▪ Projects ▪ Simulations ▪ Journal Entries ▪ Oral and Written Presentations ▪ Practical examinations/tests
<p style="text-align: center;">Content Topics</p> <ul style="list-style-type: none"> ▪ Introduction to Management (3 Weeks) ▪ Financial Analysis (3 Weeks) ▪ Planning and Decision Making (2 Weeks) ▪ Organization and Human Resource (4 Weeks) ▪ Motivation and Leadership (4 Weeks) ▪ Control and Evaluation (2 Weeks) 	<p style="text-align: center;">Key Skills</p> <ul style="list-style-type: none"> ▪ Keyboarding ▪ Literacy ▪ Technology Integration ▪ Teamwork ▪ Decision-making ▪ Employability Skills ▪ Financial Literacy ▪ Research ▪ Persuasive Speaking ▪ Problem Solving ▪ Responsibility ▪ Time Management ▪ Character Development 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> ▪ How and why do managers need to develop effective work teams? ▪ In what ways can an organization make improvements in the way work is accomplished? ▪ Why should a business retain some of its profits as a reserve? ▪ How is internal and external motivation used by managers? ▪ How do managers in both small and large companies perform similar types of activities? 	<p style="text-align: center;">Co-Curricular/Support Activities</p> <ul style="list-style-type: none"> ▪ Guest Business Speakers ▪ FBLA and DECA Competitive Events ▪ Field Trips ▪ Local Business Mentoring Program

Scope & Sequence:

Elementary School	Middle School	Junior High	Senior High
Elementary Keyboarding (introduced in 2 nd and reinforced 3 rd through 5 th)	Computer Skills (6 th – required)	Today’s Business & Career Pathways (8 th – required) Computer Applications (9 th)	Accounting 1 Advanced College (AP) Accounting Advanced Software, Web, & Game Design Entrepreneurship Finance Finance Youth Apprenticeship Game Design & Development Global Business Multimedia and Design Website Design & Development

Course Modification – September 2011

Business, Marketing, and Information Technology Department, D. C. Everest
Aaron Hoffman, Coordinator
Judi Olson, Ann Meronek, Jodi Peterson, Jim Dahlgren,
Jennifer Gipp, and Bryan Schilling

Course Name: Today's Business & Career Pathways

Audience/Target Market: 8th Grade

Length of Course: Quarter (currently) proposed to extend to a Semester

Prerequisite: None

Career Clusters: introduction to all 16 career clusters; emphasizing Business Management and Administration, Information Technology, Finance, Marketing

Rationale:

The Wisconsin Department of Public Instruction requires that all students during grades 5-8 must have 90 hours of career exploration and planning.* In order to add to the career exploration in 6th and 7th grade, we propose to extend the length of the required "Today's Business" course to a semester.

Today's Business has been offered as a required quarter-long class for the past eight years at the 8th grade level at the Junior High School. By increasing the length of the class to one semester, our department will be able to provide a more enriched experience to each student in technology, employment skills, oral and written communications, soft skills, and career planning.

- Of all bachelor's degrees awarded in 2008-09, nearly 22% were in the business field, that's more than 1 out of 5! It is our duty to provide every student who attends the D.C. Everest School District the opportunity to begin exploring topics that will give them an introduction to topics they can explore further in high school and in college.

Course Description:

This Business and Information Technology class is designed to introduce major topics of the business world through the use of software and current technology. All of the topics will be presented in the classroom and reinforced with the computer through individual, partner, and group assignments.

Tentative Units and Duration:

Career Exploration (24 Days)

Junior Achievement: "It's My Business" (6 Days)

Internet Searching and Safety (10 Days)

Business Ownership (25 Days)

Spreadsheets (5 Days)

Global Business (10 Days)

Investing and Saving (10 Days)

**technology will be infused throughout all units*

Anticipated Cost:

Since this class already exists, there would be no extra costs for a lab. There is no textbook, and there are currently no subscriptions or any other costs involved. There may be a possible shift in FTE.

D.C. Everest School District
 Course Name: Today's Business & Career Pathways
 Curricular Framework

<p style="text-align: center;">National and State Standards Guiding Programs</p> <p>NETS.1: Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p>NETS.2: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>NETS.3: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>NETS.4: Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>NETS.5: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>NETS.6: Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.</p>		<p style="text-align: center;">Enduring Understandings</p> <ul style="list-style-type: none"> ▪ Careers are ever-changing. ▪ Flexibility in career planning is essential. ▪ Consumers vote with their dollar. ▪ Business skills are transferable to both personal and professional situations. ▪ Entrepreneurship drives our economy. ▪ Business is truly global. ▪ Technology is a tool for lifelong learning. ▪ Success is defined by individuals 	<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> ▪ Rubrics ▪ Self evaluations ▪ Peer evaluations ▪ Progress checks ▪ Projects ▪ Simulations ▪ Journal Entries ▪ Oral and Written Presentations ▪ Practical examinations/tests
<p style="text-align: center;">Content Topics</p> <ul style="list-style-type: none"> ▪ Career Exploration (24 Days) ▪ Junior Achievement: "It's My Business" (6 Days) ▪ Internet Searching and Safety (10 Days) ▪ Business Ownership (25 Days) ▪ Spreadsheets (5 Days) ▪ Global Business (10 Days) ▪ Investing and Saving (10 Days) 	<p style="text-align: center;">Key Skills</p> <ul style="list-style-type: none"> ▪ Keyboarding ▪ Literacy ▪ Technology Integration ▪ Teamwork ▪ Decision-making ▪ Employability Skills ▪ Financial Literacy ▪ Research ▪ Persuasive Speaking ▪ Problem Solving ▪ Responsibility ▪ Time Management ▪ Character Development 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> ▪ How do I match my personality and talents? ▪ Why prepare for a life in business? ▪ How and why do businesses start? ▪ How does one determine a personal investment plan? ▪ Why give back? ▪ Is owning a business for everyone (me)? ▪ How do you measure a successful business? ▪ How do successful businesses operate? ▪ How is leadership important? ▪ What is personal success? ▪ How does one achieve personal success? 	<p style="text-align: center;">Co-Curricular/Support Activities</p> <ul style="list-style-type: none"> ▪ Junior Achievement ▪ Guest Business Speakers ▪ DECA/FBLA ▪ Field Trips

Scope & Sequence:

Elementary School	Middle School	Junior High	Senior High
Elementary Keyboarding (introduced in 2 nd and reinforced 3-5)	Computer Skills (6 th – required)	Today’s Business & Career Pathways (8 th – required) Computer Applications (9 th)	Accounting 1 Advanced College (AP) Accounting Advanced Software, Web, & Game Design Entrepreneurship Finance Finance Youth Apprenticeship Game Design & Development Global Business Multimedia and Design Website Design & Development

Sources:

**“Career Exploration: Provide pupils with an introduction to career exploration and planning. Within grades 5 through 8, an introduction to career exploration and planning, through a one-semester course or the equivalent in instructional time and course content, shall be integrated. This instruction must equal a semester or 90 instructional units. This can be a separate course, infused in other courses, or a combination. For example, if you can show that career exploration and planning takes place in guidance for three weeks each year in grades seven and eight, and sixty other classes spanning grades 5-8 are held in other subject areas, this would satisfy the 90-unit requirement.”*

Taken from <http://dpi.wi.gov/cal/curriculum.html>