



School District of Marshfield Course Syllabus

Course Name: Career Quest – Business Component

Length of Course: Year (1/3 Business, 1/3 FCS, 1/3 Technology)

Credit: 1 Credit

Program Goal:

Empower learners to be college and career ready through standards-based experiences in the classroom and career-based learning experiences with business and industry partners. Design and implement educational experiences for creating a skilled, knowledgeable, and productive workforce. Learners will engage in competencies that enable them to stay up-to-date with evolving skills as they pursue careers directly out of high school, as technical school degree earners, or as university graduates. Our goal is to develop critical thinkers and collaborative problem solvers, providing connections to the issues and challenges facing our local, regional, and global economies.

Course Description:

Students will use Business and Information Technology, Family and Consumer Sciences and Technology Education to identify and evaluate life and work choices while planning realistic career goals, through hands-on activities. Students will utilize decision making and problem solving skills while exploring a variety of career choices.

Wisconsin Standards for Business & Information Technology (BIT)	
Accounting and Finance	
AF2: Students will develop and analyze working knowledge of financial reports.	
Prepare and analyze financial reports for different forms of business ownership. AF2.a	2.a.1.m: Prepare a budget for a business
Business Calculations	
BCA1: Students will analyze and use appropriate operations to solve business and personal mathematical problems.	
Perform financial calculations. BCA1.a	1.a.3.m: Calculate checkbook balance and bank reconciliation.
Analyze personal financial documents. BCA1.b	1.b.6.m: Recognize financial document terms and proper calculation of those terms.
BCA3: Students will analyze and explain statistical data in charts, tables and graphs.	
Create and analyze spreadsheets. BCA3.a	3.a.3.m: Calculate data using formulas and functions.
Illustrate and evaluate graphical data. BCA3.b	3.b.3.m: Prepare and produce charts and graphs.
Business Communications	
BC3: Students will use current technology to enhance the effectiveness of communication.	
Use digital messaging technologies to send and receive basic messages. BC3.a	3.a.3.m: Submit work via email, digital drop box, etc.
Comprehend the rules of safe and appropriate conduct while communicating digitally. BC3.c	3.c.2.m: Discuss dangers of Internet predators.
Use asynchronous (different time, different place) and synchronous (same time, different place) collaboration tools to facilitate group work. BC3.d	3.d.3.m: Compose, deliver and publish documents digitally.
BC5: Students will plan and write documents that are appropriate for the situation, purpose and audience.	
Develop and use a writing process appropriate to the situation. BC5.b	5.b.11.m: Compose a personal business letter. 5.b.13.m: Outline the parts of a resume. 5.b.14.m: Write a thank you letter/email for a specific event.
Business Law and Ethics	
BLE2: Students will interpret laws associated with business organizations, agency law and employment law.	
Summarize the characteristics of owning and operating a business.	1.a.6.m: Recognize the role of family in teaching culture and traditions across the life span.

BLE2.a	2.a.5.m: Explain how and why people start a new business. 2.a.6.m: Describe how partnerships are created. 2.a.9.m: Discuss the forms of business and identify local community examples.
Economics	
EC1: Students will evaluate how resources are allocated in society.	
Use effective decision making processes to compare the costs and benefits of alternatives. EC1.b	1.b.3.m: Examine how a cost is something people give up when they receive something in exchange.
Differentiate between the methods that are used to allocate resources. EC1.c	1.c.6.m: Examine the following economic questions that all economies must address: what goods and services will be produced; how will they be produced.
Entrepreneurship	
EN1: Students will recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.	
Explore the characteristics of an entrepreneur. EN1.a	1.a.2.m: Identify one's own personal traits that are typical characteristics of an entrepreneur. 1.a.3.m: Compare the costs and benefits of choosing to become an entrepreneur.
Marketing	
MK1: Students will analyze the elements of the marketing mix, the interrelationships and how they affect sales and business processes.	
Implement appropriate strategies to communicate information about products and services to achieve a desired outcome. MK1.d	1.d.5.m: Identify the various media available for advertising.
Personal Finance	
PF1: Students will apply reliable information and systematic decision-making when buying goods and services.	
Apply proper decision-making practices for wise shopping. PF1.a	1.a.3.m: Compare the quality and prices for store and name brand products/services. 1.a.4.m: Examine if choices are wants or needs.
PF2: Students will manage money effectively by developing financial goals and budgets.	
Create a plan for spending and saving to meet individual goals. PF2.c	2.c.3.m: Explain how to use a budget to manage spending and achieve financial goals. 2.c.4.m: Identify the components of a personal budget.
PF3: Students will evaluate savings and investment options and implement a diversified investing strategy that is compatible with personal goals.	
Apply strategies and evaluate financial information when creating wealth/building assets.	3.a.6.m: Explain the concept of “time value” of money. 3.a.7.m: Apply the principle of “pay yourself first.”

PF3.a	<p>3.a.9.m: Cite examples of how saving money can improve financial well-being.</p> <p>3.a.10.m: Identify ways to be a financially responsible young adult.</p> <p>3.a.11.m: Identify sources of financial information.</p>
<p>Describe the relationship between saving and investing.</p> <p>PF3.b</p>	<p>3.b.5.m: Describe reasons for saving and investing.</p> <p>3.b.6.m: Differentiate between various savings/investing options.</p>
Digital and Graphic Communication	
DGC1: Students will create print-quality publications for intended audiences or purposes through the use of advanced layout, design and graphics production software and hardware.	
<p>Use desktop publishing software to produce a variety of publications (i.e., flyers, newsletters, brochures, instructional manuals).</p> <p>DGC1.a</p>	<p>1.a.3.m: Create a document or publication incorporating text, columns, graphics, borders and shading.</p> <p>1.a.4.m: Create publications using templates.</p>
<p>Apply elements of design (contrast, repetition, alignment, proximity) when creating publications.</p> <p>DGC1.b</p>	<p>1.b.3.m: Enhance documents using paragraph and page alignment.</p> <p>1.b.4.m: Apply typography concepts using a variety of fonts appropriately to differentiate text.</p>
Foundations	
IT1: Students will use an appropriate digital tool to meet personal and business needs.	
<p>Develop and refine proper use of input technologies.</p> <p>IT1.a</p>	<p>1.a.4.m: Demonstrate the touch method of keyboarding on an alphanumeric keyboard at acceptable speed and accuracy levels. (Recommended minimum: 5 wpm x grade level).</p> <p>1.a.6.m: Demonstrate various methods of inputting non-text data, such as pictures, videos and music.</p>
<p>Select and use appropriate features of a word processor to organize and effectively communicate information.</p> <p>IT1.b</p>	<p>1.b.7.m: Customize documents using formatting such as alignment, spacing, themes, borders and ordered and unordered lists.</p> <p>1.b. 8.m: Create and manipulate graphics to enhance the appearance of documents.</p>
<p>Select and use appropriate features of a spreadsheet program to organize and effectively communicate information.</p> <p>IT1.c</p>	<p>1.c.3.m: Enhance a spreadsheet visually using fonts, colors and graphics.</p> <p>1.c.4.m: Generate formulas to perform calculations.</p> <p>1.c.5.m: Analyze numerical and graphic data in a spreadsheet.</p>
<p>Select and use appropriate features of presentation tools to communicate effectively.</p> <p>IT1.d</p>	<p>1.d.2.m: Enhance a presentation visually using graphics, sounds, diagrams, animation and transitions.</p> <p>1.d.4.m: Customize a presentation for a given situation by modifying design templates with color schemes and custom backgrounds.</p>
Wisconsin Standards for Information and Technology Literacy (ITL)	
Digital Citizen	

DC1: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world.	
Cultivate and manage digital identity and reputation. DC1.a	1.a.7.m: Demonstrate safe digital actions and understand information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
DC2: Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	
Use information, media and digital resources in a responsible manner. DC2.a	2.a.3.m: Demonstrate responsible use of Internet, social media, and other materials, and understand consequences of violating school policy and state/federal law.
Knowledge Constructor	
KC1: Students critically curate a variety of digital tools and diverse resources.	
Plan and employ effective research strategies. KC1.a	1.a.7.m: Demonstrate and practice a variety of search strategies for effective and efficient online searches. 1.a.8.m: Demonstrate and practice the ability to effectively utilize research strategies to locate and access appropriate print and digital resources in support of learning.
Creative Communicator	
CC1: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.	
Choose appropriate platforms and digital tools. CC1.a	1.a.3.m: Evaluate and utilize the features and functions of a variety of digital tools and platforms to create, share, and communicate content effectively.
CC2: Students publish and present content customized for their audience(s), purpose, and task.	
Publish and present content. CC2.a	2.a.3.m: Publish and present content that will effectively convey ideas to an authentic audience.
Empowered Learner	
EL1: Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals.	
Create personalized learning environment. EL1.c	1.c.3.m: Manage digital tools to customize learning by making adjustments to their personalized learning environments to maximize the learning process.
EL2: Students understand the fundamental concepts of technology operations and demonstrate the ability to choose, use, and troubleshoot current technologies.	
Understand and apply functions and operations. EL2.a	2.a.3.m: Navigate a variety of digital tools to choose, use and troubleshoot technologies to create new knowledge.
EL3: Students are able to transfer knowledge to explore emerging technologies.	

Transfer knowledge to emerging technology. EL3.a	3.a.3.m: Transfer and apply skills to begin troubleshooting and exploring emerging technologies.
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Key Vocabulary:			
Market Price	Corporation	Application Program	Investments
Supply & Demand	Stock Market	Word Wrap	Appreciate
Equilibrium	Economics	Orientation	Depreciate
Scarcity	Share of Stock	Default	Equity
Entrepreneur	Commission	Margins	Liquidity
Competition	Salary (Wage)	Operating System OS	Mutual Fund
Marketing	Needs vs. Wants	Text Wrap	
Commission	Goods & Services	Snipping Tool App.	

Topics/Content Outline- Units and Themes:

Unit 1 (Fall):

- Marketing and Sales (MS Word)
 - Hour of Code Project

Unit 2 (Winter):

- Economics/Entrepreneurship (MS PPT)
 - Stock Market Unit and Gazillionaire Project

Unit 3 (Spring):

- Personal Finance (MS Excel)
 - Banzai! Simulation and cwpubonline project

Primary Resource(s):	
Banzai! Financial Simulation (Online Financial Literacy Solution)	CW Publications On-Line (Online Subscription)
Gazillionaire by Lavamind (Online Tutorial and Simulation Activities)	Hour of Code (Online)