

Windham School District



Business Curriculum

December 2019

Windham School District Business Curriculum

The Windham High School Business Curriculum has been developed to both prepare students for advanced study of, and career preparation in business related fields as well as to prepare all students to live and prosper as adults in our society. Students learn critical thinking skills, written and verbal communication skills, professional etiquette, as well as, developing financial awareness. Students also learn foundational concepts of computer applications and digital organization that will remain relevant through future advances in technology. All of the courses listed here are semester long classes.

Thank you to Business teachers, Amber Bishop and AnnMarie Morse, for developing this curriculum.

Windham School District Curriculum

Accounting I

Note: The half credit for this class can be applied as a math credit or as a general credit.

Unit Name	What(content,vocab)	How(skills)	Why(enduring understandings)
Changes That Affect the Accounting Equation	<ul style="list-style-type: none"> ● Net worth statement ● Classification of accounts ● Accounting equation ● Cash and on account ● Transactions and the accounting equation ● Expense and liabilities 	<ul style="list-style-type: none"> ● Prepare a net worth statement ● Classify accounts as assets, liabilities and owner's equity ● Identify the accounting equation ● Distinguish between cash and on account transactions ● Complete transactions that affect the accounting equation ● Explain the difference between expense and liabilities 	Assets = Liabilities + Owner's Equity
Analyzing Transactions into Debit and Credit Parts	<ul style="list-style-type: none"> ● T-Accounts ● Debit ● Credit ● Normal Balance ● 4 questions when analyzing transactions 	<ul style="list-style-type: none"> ● Identify the debit and credit side of a T-account ● Determine which side of the T account increases and which side decreases ● Determine which side of the T account is the normal balance side ● Restate the 4 questions when analyzing a transaction ● Analyze transactions 	Debit and Credit Rules are the basis for all accounting transactions.
Journalizing Transactions	<ul style="list-style-type: none"> ● Source documents ● Multi-column journal ● Double-entry accounting ● 4 parts of a journal entry (date, debit, credit, source document) ● Types of payments received (cash,on account) 	<ul style="list-style-type: none"> ● Identify the source documents used when creating a journal entry ● Identify the four parts of a journal entry ● Complete journal entries using the generally accepted accounting principles (GAAP) 	<ul style="list-style-type: none"> ● Journalizing is a common accounting practice used in all types of business. ● Journalizing is one of the required steps in the accounting cycle.

	<ul style="list-style-type: none"> • Reasons payments are received (sales and services) • Types of payments made (cash, credit, on account) • Types of payments needed (supplies, insurance, expenses, withdrawal of equity) • Carried forward • Brought forward • Column totals • Proving cash • Correcting entries 	<ul style="list-style-type: none"> • Analyze and record cash transactions, for buying and paying on account, affect owner's equity, sales and cash receipts • Complete journal entries that affect assets, liabilities and owner's equity • Prove and rule a journal • Identify and correct errors in journal entries 	
Posting to the General Ledger	<ul style="list-style-type: none"> • Chart of accounts • Accounts numbers • General ledger account • Correcting entries 	<ul style="list-style-type: none"> • Construct a chart of accounts • Demonstrate correct principles for numbering accounts • Open general ledger accounts • Post amounts from the general debit and credit columns • Post column totals to the general ledger • Journalize correcting entries • Correct posting errors 	<ul style="list-style-type: none"> • Ledgers help companies organize and group accounts • Ledgers allow for accurate records so that the business has legal and financially accurate balances
Cash Control Systems	<ul style="list-style-type: none"> • Checking accounts • Cash deposits • Recording of a deposit on a check stub • Endorsements • Voided check • Bank reconciliation • Bank service charge • Dishonored check • Electronic Funds Transfer • Debit card • Petty cash 	<ul style="list-style-type: none"> • Record a deposit on a check stub • Prepare a check stub and check • Endorse a check using a blank, special or restrictive endorsement • Record a deposit on a check stub • Complete a bank statement reconciliation • Record and journalize a bank service charge • Record a dishonored check • Journalize an EFT transfer • Journalize a debit card transaction • Establish a petty cash fund • Prepare a petty cash report • Replenish a petty cash fund 	Cash control protects a business' assets against theft and other illegal transactions.

Worksheet and Adjusting Entries	<ul style="list-style-type: none"> ● Fiscal periods ● Worksheet heading ● Trial balance columns ● Adjusting columns ● Extending balances ● Net income or net loss ● Worksheet errors ● Difference is an omitted amount 	<ul style="list-style-type: none"> ● Prepare the heading of a worksheet ● Prepare the trial balance section of a worksheet ● Complete the adjustments column of a worksheet ● Prepare the balance sheet and income statement columns of a worksheet ● Total and rule a worksheet ● Apply the steps for finding errors on a worksheet ● Calculate the net income or net loss ● Journalize and post adjusting entries 	<ul style="list-style-type: none"> ● Periodically updating information during a fiscal period is needed to make important financial decisions.
Financial Statements	<ul style="list-style-type: none"> ● Financial accounting ● Managerial accounting ● Income statement ● Total expense ratio ● Net income ratio ● Balance sheet 	<ul style="list-style-type: none"> ● Prepare the income statement ● Calculate and analyze financial ratios using income statement amounts ● Prepare a balance sheet 	<ul style="list-style-type: none"> ● End of a fiscal period is an essential step in the accounting cycle. ● Up-to-date information at the close of a fiscal period will allow businesses to make more sound financial decisions.
Closing Entries & Post-Closing Trial Balance	<ul style="list-style-type: none"> ● Permanent Accounts ● Temporary Accounts ● Income Summary Account ● Closing entries (sales, expenses, income summary, drawing) ● Post-closing trial balance 	<ul style="list-style-type: none"> ● Journalize and post the closing entries ● Prepare the post-closing trial balance ● Describe the steps in the accounting cycle 	<ul style="list-style-type: none"> ● Closing entries is the last step in the accounting cycle.

Windham School District Accounting 1 Curriculum

Content Topic: Changes That Affect the Accounting Equation

Stage 1 Desired Results			
<p>ESTABLISHED GOALS: Students are introduced to the field of accounting by completing the accounting cycle for a business owned by a sole proprietor. In this unit, the focus is the accounting equation.</p> <p><i>NBEA Accounting Standards</i></p> <ul style="list-style-type: none"> ● Accounting Applications Identify and describe generally accepted accounting principles, explain how the application of these principles impacts the recording of financial transactions and the preparation of financial statements. ● Accounting Process Complete various steps of the accounting cycle and explain the purpose of each step. 	<i>Transfer</i>		
	<i>Students will be able to Complete the 8 steps in the accounting cycle for a service business organized as a proprietorship.</i>		
	<i>Meaning</i>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> ● Assets = Liabilities + Owner's Equity (A=L+OE) </td> <td style="width: 50%; padding: 5px;"> ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● How do daily business transactions translate into Accounting? </td> </tr> </table>	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> ● Assets = Liabilities + Owner's Equity (A=L+OE) 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● How do daily business transactions translate into Accounting?
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<i>Acquisition</i>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <i>Students will know...</i> <ul style="list-style-type: none"> ● How to prepare a net worth statement ● Effectively classify accounts ● Describe the accounting equation ● Describe the difference between cash and on account ● How transactions affect the accounting equation ● the difference between expense and liabilities </td> <td style="width: 50%; padding: 5px;"> <i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● Preparing a net worth statement ● Classifying accounts as assets, liabilities and owner's equity ● Identifying the accounting equation ● Distinguishing between cash on account transactions ● Completing transactions that affect the accounting equation ● Explaining the difference between expense and liabilities </td> </tr> </table>	<i>Students will know...</i> <ul style="list-style-type: none"> ● How to prepare a net worth statement ● Effectively classify accounts ● Describe the accounting equation ● Describe the difference between cash and on account ● How transactions affect the accounting equation ● the difference between expense and liabilities 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● Preparing a net worth statement ● Classifying accounts as assets, liabilities and owner's equity ● Identifying the accounting equation ● Distinguishing between cash on account transactions ● Completing transactions that affect the accounting equation ● Explaining the difference between expense and liabilities 	
<i>Students will know...</i> <ul style="list-style-type: none"> ● How to prepare a net worth statement ● Effectively classify accounts ● Describe the accounting equation ● Describe the difference between cash and on account ● How transactions affect the accounting equation ● the difference between expense and liabilities 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● Preparing a net worth statement ● Classifying accounts as assets, liabilities and owner's equity ● Identifying the accounting equation ● Distinguishing between cash on account transactions ● Completing transactions that affect the accounting equation ● Explaining the difference between expense and liabilities 		
<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>		
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Collaboration</i> ● <i>Communication</i> ● <i>Critical Thinking</i> 		

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District Accounting 1 Curriculum

Content Topic: Analyzing Transactions into Debit and Credit Parts

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students continue their introduction to the field of accounting by completing the accounting cycle for a business owned by a sole proprietor. In this unit, the focus is to analyze transactions.</p> <p><i>Content Standards:</i></p> <p><i>NBEA Accounting Standards</i></p> <ul style="list-style-type: none"> ● Accounting Applications Identify and describe generally accepted accounting principles, explain how the application of these principles impacts the recording of financial transactions and the preparation of financial statements. ● V Accounting Process Complete various steps of the accounting cycle and explain the purpose of each step. 	<i>Transfer</i>	
	<i>Students will be able to Complete the 8 steps in the accounting cycle for a service business organized as a proprietorship.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Debit and Credit Rules are the basis for all accounting transactions. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do some business transactions affect assets, liabilities and owner's equity?
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The debit side, credit side, and normal balance side of the T account ● The increased and decreased side of the T account ● The 4 questions used when analyzing a transaction: <ol style="list-style-type: none"> 1. Which accounts are affected? 2. How is each account classified? 3. How is each classification changed? 4. How is each amount entered in the accounts? 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Accurately using a T account to include the correct use of each side of the table. ● Using the 4 questions when analyzing a transaction ● Analyzing transactions 	
<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>	
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Collaboration</i> ● <i>Communication</i> ● <i>Critical Thinking</i> 	
Stage 2 - Evidence		
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>	
	ASSESSMENT: Written assessments or projects	

Windham School District
Accounting 1 Curriculum
Content Topic: Journalizing Transactions

Stage 1 Desired Results			
<p>ESTABLISHED GOALS: Students continue their introduction to the field of accounting by completing the accounting cycle for a business owned by a sole proprietor. In this unit, the focus is to journalize transactions.</p> <p><i>Content Standards:</i></p> <p><i>NBEA Accounting Standards</i></p> <ul style="list-style-type: none"> ● Accounting Applications Identify and describe generally accepted accounting principles, explain how the application of these principles impacts the recording of financial transactions and the preparation of financial statements. ● Accounting Process Complete various steps of the accounting cycle and explain the purpose of each step. 	<i>Transfer</i>		
	<i>Students will be able to Complete the 8 steps in the accounting cycle for a service business organized as a proprietorship.</i>		
	<i>Meaning</i>		
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<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Identify source documents ● Use the 4 parts of a multi-column journal ● Record received cash from owner as investment and from sales ● Record paid cash for supplies, insurance, expense, and to owner as withdrawal of equity ● Record bought supplies on account ● Record paid and received cash on account ● Record sold services on account ● Total columns ● Prove cash ● Make correcting entries </td> <td style="width: 50%;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Identifying the source documents used when creating a journal entry ● Identifying the four parts of a journal entry ● Completing journal entries using the generally accepted accounting principles (GAAP) ● Analyzing and recording cash transactions, for buying and paying on account, affect owner's equity, sales and cash receipts ● Completing journal entries that affect assets, liabilities and owner's equity ● Proving and rule a journal ● Identifying and correct errors in journal entry </td> </tr> </table>	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Identify source documents ● Use the 4 parts of a multi-column journal ● Record received cash from owner as investment and from sales ● Record paid cash for supplies, insurance, expense, and to owner as withdrawal of equity ● Record bought supplies on account ● Record paid and received cash on account ● Record sold services on account ● Total columns ● Prove cash ● Make correcting entries 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Identifying the source documents used when creating a journal entry ● Identifying the four parts of a journal entry ● Completing journal entries using the generally accepted accounting principles (GAAP) ● Analyzing and recording cash transactions, for buying and paying on account, affect owner's equity, sales and cash receipts ● Completing journal entries that affect assets, liabilities and owner's equity ● Proving and rule a journal ● Identifying and correct errors in journal entry 	
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<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>		
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Communication</i> ● <i>Critical Thinking</i> 		
Stage 2 - Evidence			
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>		
	ASSESSMENT: Written assessments or projects		

Windham School District
Accounting 1 Curriculum
Content Topic: Posting to the General Ledger

Stage 1 Desired Results			
<p>ESTABLISHED GOALS: Students continue their introduction to the field of accounting by completing the accounting cycle for a business owned by a sole proprietor. In this unit, the focus is to post transactions to the general ledger.</p> <p><i>Content Standards:</i></p> <p><i>NBEA Accounting Standards</i></p> <ul style="list-style-type: none"> ● Accounting Applications Identify and describe generally accepted accounting principles, explain how the application of these principles impacts the recording of financial transactions and the preparation of financial statements. ● Accounting Process Complete various steps of the accounting cycle and explain the purpose of each step 	<i>Transfer</i>		
	<p><i>Students will be able to Complete the 8 steps in the accounting cycle for a service business organized as a proprietorship.</i></p>		
	<i>Meaning</i>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Ledgers help companies organize and group accounts. ● Ledgers allow for accurate records so that the business has legal and financially accurate balances. </td> <td style="width: 50%;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why is it important to post correctly? </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Ledgers help companies organize and group accounts. ● Ledgers allow for accurate records so that the business has legal and financially accurate balances. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why is it important to post correctly?
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Ledgers help companies organize and group accounts. ● Ledgers allow for accurate records so that the business has legal and financially accurate balances. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why is it important to post correctly? 	
<i>Acquisition</i>			
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Develop a chart of accounts ● Assign account numbers ● Open general ledger accounts ● Accurately post amount from the general debit and credit column ● Post column totals ● Journalize correcting entries ● Correct posting entries </td> <td style="width: 50%;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Constructing a chart of accounts ● Demonstrating correct principles for numbering accounts ● Opening general ledger accounts ● Posting amounts from the general debit and credit columns ● Posting column totals to the general ledger ● Journalizing correcting entries ● Correcting posting errors </td> </tr> </table>	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Develop a chart of accounts ● Assign account numbers ● Open general ledger accounts ● Accurately post amount from the general debit and credit column ● Post column totals ● Journalize correcting entries ● Correct posting entries 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Constructing a chart of accounts ● Demonstrating correct principles for numbering accounts ● Opening general ledger accounts ● Posting amounts from the general debit and credit columns ● Posting column totals to the general ledger ● Journalizing correcting entries ● Correcting posting errors 	
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<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>		
<p><i>not applicable</i></p>	<ul style="list-style-type: none"> ● <i>Communication</i> ● <i>Critical Thinking</i> 		
Stage 2 - Evidence			
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>		
	ASSESSMENT: Written assessments or projects		

**Windham School District
Accounting 1 Curriculum
Content Topic: Cash Control Systems**

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students continue their introduction to the field of accounting by completing the accounting cycle for a business owned by a sole proprietor. In this unit, the focus is cash control systems.</p> <p><i>Content Standards:</i></p> <p><i>NBEA Accounting Standards</i></p> <ul style="list-style-type: none"> ● Accounting Applications Identify and describe generally accepted accounting principles, explain how the application of these principles impacts the recording of financial transactions and the preparation of financial statements. ● Accounting Process Complete various steps of the accounting cycle and explain the purpose of each step. 	<i>Transfer</i>	
	<i>Students will be able to Complete the 8 steps in the accounting cycle for a service business organized as a proprietorship.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Cash control protects a business' assets against theft and other illegal transactions. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What controls are used to protect cash?
	<i>Acquisition</i>	
<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Properly endorse checks ● Reconcile a bank statement ● Record a bank service charge ● Journalize a bank service charge ● Record and journalize a dishonored check ● Journalize an electronic funds transfer ● Correct a debit card transaction ● Establish a petty cash fund ● Complete a petty cash report 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Depositing cash ● Recording a deposit on the check stub ● Voiding check ● Reconciling a bank statement ● Recording and journalizing a bank service charge ● Opening and replenishing petty cash 	
<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>	
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Collaboration</i> ● <i>Communication</i> ● <i>Critical Thinking</i> 	
Stage 2 - Evidence		
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>	
	ASSESSMENT: Written assessments or projects	

Windham School District
Accounting 1 Curriculum
Content Topic: Worksheet and Adjusting Entries

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students continue their introduction to the field of accounting by completing the accounting cycle for a business owned by a sole proprietor. In this unit, the focus is to adjusting entries in the worksheet.</p> <p><i>Content Standards:</i></p> <p><i>NBEA Accounting Standards</i></p> <ul style="list-style-type: none"> ● Accounting Applications Identify and describe generally accepted accounting principles, explain how the application of these principles impacts the recording of financial transactions and the preparation of financial statements. ● Accounting Process Complete various steps of the accounting cycle and explain the purpose of each step. ● Financial Analysis Develop an understanding and working knowledge of financial statements 	<i>Transfer</i>	
	<i>Students will be able to Complete the 8 steps in the accounting cycle for a service business organized as a proprietorship</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Periodically updating information during a fiscal period is needed to make important financial decisions. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What is the purpose of the six-column work sheet? ● Why would a business record adjusting entries?
	<i>Acquisition</i>	
<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Define a fiscal period ● Prepare a worksheet ● Complete the trial balance columns ● Record adjusting entries ● Extend balances to the income statement and balance sheet columns ● Calculate a net income or net loss ● Correct worksheet errors 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Explaining fiscal periods ● Creating a worksheet heading ● Explaining the Trial balance columns ● Completing Adjusting columns ● Extending balances to the income statement columns ● Extending balances to the balance sheet columns ● Recording the net income or net loss ● Totaling columns ● Identifying worksheet errors 	
<i>Used in Content Area Standards</i>		
<i>21st Century Skills</i>		
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Collaboration</i> ● <i>Communication</i> ● <i>Critical Thinking</i> 	
Stage 2 - Evidence		
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>	
	ASSESSMENT: Written assessments or projects	

Windham School District
Accounting 1 Curriculum
Content Topic: Financial Statements

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students continue their introduction to the field of accounting by completing the accounting cycle for a business owned by a sole proprietor. In this unit, the focus is financial statements.</p> <p><i>Content Standards:</i></p> <p><i>NBEA Accounting Standards</i></p> <ul style="list-style-type: none"> ● Accounting Applications Identify and describe generally accepted accounting principles, explain how the application of these principles impacts the recording of financial transactions and the preparation of financial statements. ● Accounting Process Complete various steps of the accounting cycle and explain the purpose of each step. ● Financial Analysis Develop an understanding and working knowledge of financial statements 	<i>Transfer</i>	
	<i>Students will be able to Complete the 8 steps in the accounting cycle for a service business organized as a proprietorship</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i> The end of a fiscal period is an essential step in the accounting cycle.</p> <p>Up-to-date information to close a fiscal period will allow businesses to make more sound financial decisions.</p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why are the financial statements to a business important?
	<i>Acquisition</i>	
<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Differentiate between financial and managerial accounting ● Prepare an income statement heading ● Complete an income statement ● Calculate a total expense ratio ● Calculate the net income ratio ● Prepare a balance sheet heading ● Create a balance sheet 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Creating an income statement ● Creating income statement heading ● Calculating a total expense ratio ● Calculating a net income ratio ● Creating a balance sheet ● Creating a balance sheet heading 	
<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>	
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Collaboration</i> ● <i>Communication</i> ● <i>Critical Thinking</i> 	
Stage 2 - Evidence		
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>	
	ASSESSMENT: Written assessments or projects	

Windham School District Accounting 1 Curriculum

Content Topic: Recording Closing Entries and Preparing a Post-Closing Trial Balance

Stage 1 Desired Results													
<p>ESTABLISHED GOALS: Students continue their introduction to the field of accounting by completing the accounting cycle for a business owned by a sole proprietor. In this unit, the focus is recording closing entries and preparing a post-closing trial balance..</p> <p><i>Content Standards:</i></p> <p><i>NBEA Accounting Standards</i></p> <ul style="list-style-type: none"> ● Accounting Applications Identify and describe generally accepted accounting principles, explain how the application of these principles impacts the recording of financial transactions and the preparation of financial statements. ● Accounting Process Complete various steps of the accounting cycle and explain the purpose of each step. ● Financial Analysis Develop an understanding and working knowledge of financial statements 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #eee;"> <th colspan="2" style="text-align: center; padding: 2px;"><i>Transfer</i></th> </tr> <tr> <td colspan="2" style="padding: 2px;"><i>Students will be able to Complete the 8 steps in the accounting cycle for a service business organized as a proprietorship</i></td> </tr> <tr style="background-color: #eee;"> <th colspan="2" style="text-align: center; padding: 2px;"><i>Meaning</i></th> </tr> <tr> <td style="width: 50%; padding: 2px;"> ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> ● Closing entries is the last step in the accounting cycle. </td> <td style="width: 50%; padding: 2px;"> ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● Why it is necessary to record closing entries? ● What does a post-closing trial balance show? </td> </tr> <tr style="background-color: #eee;"> <th colspan="2" style="text-align: center; padding: 2px;"><i>Acquisition</i></th> </tr> <tr> <td style="width: 50%; padding: 2px;"> <i>Students will know...</i> <ul style="list-style-type: none"> ● The difference between permanent and temporary accounts ● The importance of the income summary account ● How to record closing entries ● How to create a post-closing trial balance </td> <td style="width: 50%; padding: 2px;"> <i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● Explaining Income Summary Accounts ● Developing Closing entries including sales, expenses, income summary and drawing ● Creating post-closing trial balance </td> </tr> </table>	<i>Transfer</i>		<i>Students will be able to Complete the 8 steps in the accounting cycle for a service business organized as a proprietorship</i>		<i>Meaning</i>		ENDURING UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> ● Closing entries is the last step in the accounting cycle. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● Why it is necessary to record closing entries? ● What does a post-closing trial balance show? 	<i>Acquisition</i>		<i>Students will know...</i> <ul style="list-style-type: none"> ● The difference between permanent and temporary accounts ● The importance of the income summary account ● How to record closing entries ● How to create a post-closing trial balance 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● Explaining Income Summary Accounts ● Developing Closing entries including sales, expenses, income summary and drawing ● Creating post-closing trial balance
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<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>												
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Collaboration</i> ● <i>Communication</i> ● <i>Critical Thinking</i> 												
Stage 2 - Evidence													
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>												
	ASSESSMENT: Written assessments or projects												

Windham School District Curriculum Accounting II

Note: The half credit for this class can be applied as a math credit or as a general credit.

Unit Name	What(content,vocab)	How(skills)	Why(enduring understandings)
Accounting for Purchases and Cash Payments	<ul style="list-style-type: none"> ● Merchandise including cost and inventory ● Merchandising business both retail and wholesale ● Corporation ● Capital ● Share of stock ● Stockholder ● Capital stock ● Articles of incorporation ● Charter ● Vendor ● Subsidiary and A/P ledger ● Controlling account ● Requisitions and purchase orders ● Journals, special and purchases ● Purchase on account ● Special amount and general amount columns ● Purchase invoice ● Terms of sale ● Cash payments journal ● List price and net price ● Discounts, cas, trade, and purchases ● Discount period ● Contra account ● Credit limit 	<ul style="list-style-type: none"> ● Discuss the difference between a sole proprietorship and a corporation ● Explain the difference between a subsidiary ledger and a controlling account ● Discuss the purpose of a special journal ● Record and post transactions using the purchases journal and the cash payments journal ● Record payments to an accounts payable ledger and a general ledger ● Record the replenishment of a petty cash fund ● Complete a schedule of accounts payable 	<ul style="list-style-type: none"> ● Information in subsidiary ledgers allows correct billing and payment records to be developed. ● A schedule of accounts payable keeps vendor accounts accurate for payment purposes.

	<ul style="list-style-type: none"> ● Schedule of accounts payable 		
Accounting for Sales and Cash Receipts	<ul style="list-style-type: none"> ● Selling price ● Markup ● Accounts receivable ledger ● Sale tax ● Sales journal ● Cash sale ● Point-of-Sale (POS) terminal ● Terminal summary ● Batch report ● Batching out ● Cash receipts journal ● Sales discount ● Schedule of accounts receivable 	<ul style="list-style-type: none"> ● Explain the relationship between the accounts receivable ledger and its controlling accounts ● Record sales on accounts using a sales journal ● Post sales on account to an accounts receivable ledger and a general ledger ● Journalize cash receipts on account using a cash receipts journal ● Post cash receipts to an accounts receivable ledger and a general ledger ● Prepare a schedule of accounts receivable 	<ul style="list-style-type: none"> ● Schedule of accounts receivable keeps customer accounts accurate for billing purposes.
Accounting for Transactions Using a General Journal	<ul style="list-style-type: none"> ● General journal ● Purchase return ● Purchases allowances ● Debit memorandum ● Sales return ● Sales allowance ● Credit memorandum ● Retained earnings ● Dividends 	<ul style="list-style-type: none"> ● Explain the purpose of a general journal ● Post a general journal entry to the account payable and general ledgers ● Post general journal entries to the accounts receivable ledger and general ledger ● Record a correcting entry to the subsidiary ledger ● Explain the relationship between retained earnings and a dividend 	<ul style="list-style-type: none"> ● Posting information from a journal to a general ledger is an important process to know up-to-date balances for each account.
Preparing Payroll Records	<ul style="list-style-type: none"> ● Wage ● Salary ● Commission ● Total earnings ● Pay period ● Payroll including taxes, deductions, withholding allowances and net pay ● Payroll clerk ● Payroll register 	<ul style="list-style-type: none"> ● Explain how employees are paid ● Calculate hourly employee earnings ● Demonstrate the process for determining federal income tax withholdings ● Demonstrate the process for calculating social security and Medicare taxes ● Prepare a payroll tax register ● Prepare employee earnings ● Prepare employee payroll checks 	<ul style="list-style-type: none"> ● Payroll records are key to establishing good financial results. ● Employee and employer's tax liability will help determine what money is already deducted.

	<ul style="list-style-type: none"> ● Time clock ● Taxes including social security and medicare ● Accumulated earnings ● Tax base ● Qualified retirement plan ● 401(k) ● Individual retirement account including Roth IRA ● Employee earnings record ● Voucher check ● Direct deposit 		
Accounting for Payroll and Payroll Taxes	<ul style="list-style-type: none"> ● Salary expense ● Federal unemployment tax ● State unemployment tax 	<ul style="list-style-type: none"> ● Analyze a payroll transaction ● Calculate and record employer payroll taxes ● Journalize the payroll including employee payroll taxes ● Prepare payroll tax reports ● Pay and record withholding and payroll taxes 	<ul style="list-style-type: none"> ● Payroll and report related taxes must be accurately reported to government agencies in a timely manner to avoid legal fees.
Accounting for Uncollectible Accounts Receivable	<ul style="list-style-type: none"> ● Uncollectible accounts allowance method ● Book value including accounts receivable ● Net realizable value ● Percent of sales method ● Percent of accounts receivable method ● Aging of accounts receivable ● Writing off an account ● Direct write-off method ● Promissory note ● Notes, payable and receivable ● Maker of a note ● Payee ● Principal 	<ul style="list-style-type: none"> ● Explain the purpose of the allowance method for recording losses from uncollectible accounts ● Estimate uncollectible accounts expense ● Record the adjusting entry for the allowance for uncollectible accounts ● Journalize and post the writing off an uncollectible account receivable ● Reopen an account previously written off ● Journalize and post entries for accounts previously written off ● Record the acceptable and collection of a notes receivable ● Record a dishonored notes receivable 	<ul style="list-style-type: none"> ● Uncollectible accounts impact the value of the assets of the business.

	<ul style="list-style-type: none"> ● Interest rate ● Maturity date ● Time of a note ● Maturity value ● Interest income ● Dishonored note 		
Preparing Adjusting Entries and a Trial Balance	<ul style="list-style-type: none"> ● Unadjusted trial balance ● Beginning and ending inventory ● Accrued revenue and interest income ● Current assets ● Plant assets ● Depreciation ● Depreciation expense ● Salvage value ● Useful life ● Straight-line method of depreciation ● Accumulated depreciation ● Book value of a plant asset ● Adjusted trial balance ● Marginal tax rate 	<ul style="list-style-type: none"> ● Prepare an unadjusted trial balance ● Adjust supplies and prepaid insurance ● Adjust merchandise inventory ● Calculate depreciation expense using straight-line method ● Adjust accumulated depreciation ● Post adjusting entries ● Adjust federal income tax payable ● Prepare an adjusted trial balance 	<ul style="list-style-type: none"> ● Updated information during a fiscal period is used to make important financial decisions.
Financial Statements and Closing Entries for a Corporation	<ul style="list-style-type: none"> ● Operating revenue ● Net sales ● Cost of merchandise sold ● Gross profit ● Operating expenses ● Income from operations ● State of stockholders' equity ● Par value ● Current liabilities ● Long-term liabilities ● Supporting schedule 	<ul style="list-style-type: none"> ● Prepare an income statement for a corporation ● Prepare a statement of stockholders' equity ● Prepare a balance sheet for a corporation ● Prepare closing entries ● Prepare the post-closing trial balance 	<ul style="list-style-type: none"> ● Closing entries is an essential step in the accounting cycle. ● Up-to-date information at the end of a fiscal period will allow businesses to make more sound financial decisions.

Windham School District Accounting II Curriculum

Content Topic: Accounting for Purchases and Cash Payments

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students advance their study in the field of accounting by completing the accounting cycle for a Corporation. In this unit, the focus is to account for purchases and cash payments.</p> <p><i>Content Standards: NBEA Accounting Standards</i></p> <ul style="list-style-type: none"> ● Accounting Applications Identify and describe generally accepted accounting principles, explain how the application of these principles impacts the recording of financial transactions and the preparation of financial statements. ● Accounting Process Complete various steps of the accounting cycle and explain the purpose of each step. 	<i>Transfer</i>	
	<i>Students will be able to complete the accounting cycle for a corporation.</i>	
	<i>Meaning</i>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Information in subsidiary ledgers allows correct billing and payment records to be developed. ● A schedule of accounts payable keeps vendor accounts accurate for payment purposes. </td> <td style="width: 50%; padding: 5px;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do you journalize using a purchase and a cash payments journal? </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Information in subsidiary ledgers allows correct billing and payment records to be developed. ● A schedule of accounts payable keeps vendor accounts accurate for payment purposes.
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<i>Acquisition</i>		
<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Distinguish between a controlling account and a subsidiary accounts ● Record and post transactions using a purchases journal ● Record and post transactions using a cash payments journal ● Post payments on account in the accounts payable ledger and the general ledger ● Prepare a schedule of accounts receivable 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Discussing the difference between a sole proprietorship and a corporation ● Explaining the difference between a subsidiary ledger and a controlling account ● Discussing the purpose of a special journal ● Recording and posting transactions using the purchases journal ● Recording and posting transactions using the cash payments journal ● Recording payments to an accounts payable ledger and a general ledger ● Recording the replenishment of a petty cash fund ● Completing a schedule of accounts payable 	
<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>	

<i>not applicable</i>	<ul style="list-style-type: none"> • <i>Collaboration</i> • <i>Communication</i> • <i>Critical Thinking</i>
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District Accounting II Curriculum

Content Topic: Accounting for Sales and Cash Receipts

Stage 1 Desired Results													
<p>ESTABLISHED GOALS:</p> <p>Students advance their study in the field of accounting by completing the accounting cycle for a Corporation. In this unit, the focus is to account for sales and cash receipts.</p> <p><i>Content Standards:</i> <i>NBEA Accounting Standards</i></p> <ul style="list-style-type: none"> ● Accounting Applications Identify and describe generally accepted accounting principles, explain how the application of these principles impacts the recording of financial transactions and the preparation of financial statements. ● Accounting Process Complete various steps of the accounting cycle and explain the purpose of each step. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 2px;"><i>Transfer</i></th> </tr> <tr> <td colspan="2" style="padding: 2px;"><i>Students will be able to complete the accounting cycle for a corporation.</i></td> </tr> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 2px;"><i>Meaning</i></th> </tr> <tr> <td style="width: 50%; padding: 2px;"> <p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Schedule of accounts receivable keeps customer accounts accurate for billing purposes. </td> <td style="width: 50%; padding: 2px;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do you journalize transactions using a sales and cash receipts journal? </td> </tr> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 2px;"><i>Acquisition</i></th> </tr> <tr> <td style="padding: 2px;"> <p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Record sales on account using a sales journal ● Post sales on account to the accounts receivable ledger and a general ledger ● Record cash receipts in the cash receipts journal ● Post cash received on account in the accounts receivable ledger and the general ledger ● Prepare a schedule of accounts receivable </td> <td style="padding: 2px;"> <p><i>Students will be skilled at...</i></p> <p>Explaining the relationship between the accounts receivable ledger and its controlling accounts</p> <ul style="list-style-type: none"> ● Recording sales on accounts using a sales journal ● Posting sales on account to an accounts receivable ledger and a general ledger ● Journalizing cash receipts on account using a cash receipts journal ● Posting cash receipts to an accounts receivable ledger and a general ledger ● Preparing a schedule of accounts receivable </td> </tr> </table>	<i>Transfer</i>		<i>Students will be able to complete the accounting cycle for a corporation.</i>		<i>Meaning</i>		<p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Schedule of accounts receivable keeps customer accounts accurate for billing purposes. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do you journalize transactions using a sales and cash receipts journal? 	<i>Acquisition</i>		<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Record sales on account using a sales journal ● Post sales on account to the accounts receivable ledger and a general ledger ● Record cash receipts in the cash receipts journal ● Post cash received on account in the accounts receivable ledger and the general ledger ● Prepare a schedule of accounts receivable 	<p><i>Students will be skilled at...</i></p> <p>Explaining the relationship between the accounts receivable ledger and its controlling accounts</p> <ul style="list-style-type: none"> ● Recording sales on accounts using a sales journal ● Posting sales on account to an accounts receivable ledger and a general ledger ● Journalizing cash receipts on account using a cash receipts journal ● Posting cash receipts to an accounts receivable ledger and a general ledger ● Preparing a schedule of accounts receivable
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<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>												
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Collaboration</i> ● <i>Communication</i> ● <i>Critical Thinking</i> 												

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District Accounting II Curriculum

Content Topic: Accounting for Transactions Using a General Journal

Stage 1 Desired Results													
<p>ESTABLISHED GOALS:</p> <p>Students advance their study in the field of accounting by completing the accounting cycle for a Corporation. In this unit, the focus is to account for transactions using a general journal.</p> <p><i>Content Standards:</i> <i>NBEA Accounting Standards</i></p> <ul style="list-style-type: none"> ● Accounting Applications Identify and describe generally accepted accounting principles, explain how the application of these principles impacts the recording of financial transactions and the preparation of financial statements. ● Accounting Process Complete various steps of the accounting cycle and explain the purpose of each step. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 2px;"><i>Transfer</i></th> </tr> <tr> <td colspan="2" style="text-align: center; padding: 2px;"><i>Students will be able to complete the accounting cycle for a corporation.</i></td> </tr> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 2px;"><i>Meaning</i></th> </tr> <tr> <td style="width: 50%; padding: 2px;"> <p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Posting information from a journal to a general ledger is an important process on knowing up-to-date balances for each account. </td> <td style="width: 50%; padding: 2px;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What is the importance of a subsidiary ledger? </td> </tr> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 2px;"><i>Acquisition</i></th> </tr> <tr> <td style="padding: 2px;"> <p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Post journal entries to the accounts payable and general ledger ● Post entries to the accounts receivable and general ledger ● Record correcting entries ● Distinguish between retained earnings and a dividend </td> <td style="padding: 2px;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Explaining the purpose of a general journal ● Posting a general journal entry to the account payable and general ledgers ● Posting general journal entries to the accounts receivable ledger and general ledger ● Recording a correcting entry to the subsidiary ledger ● Explaining the relationship between retained earnings and a dividend </td> </tr> </table>	<i>Transfer</i>		<i>Students will be able to complete the accounting cycle for a corporation.</i>		<i>Meaning</i>		<p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Posting information from a journal to a general ledger is an important process on knowing up-to-date balances for each account. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What is the importance of a subsidiary ledger? 	<i>Acquisition</i>		<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Post journal entries to the accounts payable and general ledger ● Post entries to the accounts receivable and general ledger ● Record correcting entries ● Distinguish between retained earnings and a dividend 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Explaining the purpose of a general journal ● Posting a general journal entry to the account payable and general ledgers ● Posting general journal entries to the accounts receivable ledger and general ledger ● Recording a correcting entry to the subsidiary ledger ● Explaining the relationship between retained earnings and a dividend
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

**Windham School District
Accounting II Curriculum
Content Topic: Preparing Payroll Records**

Stage 1 Desired Results			
<p>ESTABLISHED GOALS: Students advance their study in the field of accounting by completing the accounting cycle for a Corporation. In this unit, the focus is to prepare payroll records.</p> <p><i>Content Standards: NBEA Accounting Standards</i></p> <ul style="list-style-type: none"> ● Accounting Applications Identify and describe generally accepted accounting principles, explain how the application of these principles impacts the recording of financial transactions and the preparation of financial statements. ● Accounting Process Complete various steps of the accounting cycle and explain the purpose of each step. 	<i>Transfer</i>		
	<i>Students will be able to complete the accounting cycle for a corporation.</i>		
	<i>Meaning</i>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> ● Payroll records are key to establishing good financial results. ● Employee and employer's tax liability will help determine what money is already deducted. </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why is it important to keep accurate payroll records? </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> ● Payroll records are key to establishing good financial results. ● Employee and employer's tax liability will help determine what money is already deducted. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why is it important to keep accurate payroll records?
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<i>Acquisition</i>			
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Pay employees ● Calculate wages, withholdings and net pay ● Prepare a payroll register ● Prepare employee earnings and payroll checks </td> <td style="width: 50%; vertical-align: top;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Explaining how employees are paid ● Calculating hourly employee earnings ● Determining federal income tax withholdings ● Calculating social security and Medicare taxes ● Preparing a payroll tax register ● Preparing employee earnings ● Preparing employee payroll checks </td> </tr> </table>	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Pay employees ● Calculate wages, withholdings and net pay ● Prepare a payroll register ● Prepare employee earnings and payroll checks 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Explaining how employees are paid ● Calculating hourly employee earnings ● Determining federal income tax withholdings ● Calculating social security and Medicare taxes ● Preparing a payroll tax register ● Preparing employee earnings ● Preparing employee payroll checks 	
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<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>		
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Collaboration</i> ● <i>Communication</i> ● <i>Critical Thinking</i> 		

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District Accounting II Curriculum

Content Topic: Accounting for Payroll and Payroll Taxes

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students advance their study in the field of accounting by completing the accounting cycle for a Corporation. In this unit, the focus is to account for payroll and payroll taxes.</p> <p><i>Content Standards:</i> <i>NBEA Accounting Standards</i></p> <ul style="list-style-type: none"> ● Accounting Applications Identify and describe generally accepted accounting principles, explain how the application of these principles impacts the recording of financial transactions and the preparation of financial statements. ● Accounting Process Complete various steps of the accounting cycle and explain the purpose of each step. 	<i>Transfer</i>	
	<i>Students will be able to complete the accounting cycle for a corporation.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Payroll and report related taxes must be accurately reported to government agencies in a timely manner to avoid legal fees. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What is needed to prepare the necessary tax reports?
	<i>Acquisition</i>	
	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Analyze a payroll transaction ● Calculate and record employer payroll taxes ● Prepare payroll tax reports ● Pay and record withholding and payroll taxes 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Analyzing a payroll transaction ● Journalizing a payroll include employee payroll taxes ● Calculating and recording employer payroll taxes ● Preparing payroll tax reports ● Paying and recording withholding and payroll taxes
<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>	
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Collaboration</i> ● <i>Communication</i> ● <i>Critical Thinking</i> 	

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District Accounting II Curriculum

Content Topic: Accounting for Uncollectible Accounts Receivable

Stage 1 Desired Results			
<p>ESTABLISHED GOALS: Students advance their study in the field of accounting by completing the accounting cycle for a Corporation. In this unit, the focus is to account for uncollectible accounts receivable.</p> <p><i>Content Standards: NBEA Accounting Standards</i></p> <ul style="list-style-type: none"> ● Accounting Applications Identify and describe generally accepted accounting principles, explain how the application of these principles impacts the recording of financial transactions and the preparation of financial statements. ● Accounting Process Complete various steps of the accounting cycle and explain the purpose of each step. 	<i>Transfer</i>		
	<i>Students will be able to complete the accounting cycle for a corporation.</i>		
	<i>Meaning</i>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i> Uncollectible accounts impact the value of the assets of the business.</p> </td> <td style="width: 50%; padding: 5px;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What is the process for recording transactions for uncollected funds? </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i> Uncollectible accounts impact the value of the assets of the business.</p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What is the process for recording transactions for uncollected funds?
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<i>Acquisition</i>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Estimate uncollectible account expense ● Record adjusting entries ● Journalize and post uncollectible account receivables ● Journalize and post the entries for accounts previously written off ● Record a dishonored notes receivable </td> <td style="width: 50%; padding: 5px;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Explaining the purpose of the allowance method for recording losses from uncollectible accounts ● Estimating uncollectible accounts expense ● Recording the adjusting entry for the allowance for uncollectible accounts ● Journalizing and posting the writing off an uncollectible account receivable ● Reopening an account previously written off ● Journalizing and posting entries for accounts previously written off ● Recording the acceptable and collection of a notes receivable ● Recording a dishonored notes receivable </td> </tr> </table>	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Estimate uncollectible account expense ● Record adjusting entries ● Journalize and post uncollectible account receivables ● Journalize and post the entries for accounts previously written off ● Record a dishonored notes receivable 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Explaining the purpose of the allowance method for recording losses from uncollectible accounts ● Estimating uncollectible accounts expense ● Recording the adjusting entry for the allowance for uncollectible accounts ● Journalizing and posting the writing off an uncollectible account receivable ● Reopening an account previously written off ● Journalizing and posting entries for accounts previously written off ● Recording the acceptable and collection of a notes receivable ● Recording a dishonored notes receivable 	
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<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>		
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Collaboration</i> ● <i>Communication</i> ● <i>Critical Thinking</i> 		

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District Accounting II Curriculum

Content Topic: Preparing Adjusting Entries and a Trial Balance

Stage 1 Desired Results			
<p>ESTABLISHED GOALS: Students advance their study in the field of accounting by completing the accounting cycle for a Corporation. In this unit, the focus is to adjust entries and create a trial balance.</p> <p><i>Content Standards:</i> <i>NBEA Accounting Standards</i></p> <ul style="list-style-type: none"> ● Accounting Applications Identify and describe generally accepted accounting principles, explain how the application of these principles impacts the recording of financial transactions and the preparation of financial statements. ● Accounting Process Complete various steps of the accounting cycle and explain the purpose of each step. 	<i>Transfer</i>		
	<i>Students will be able to complete the accounting cycle for a corporation.</i>		
	<i>Meaning</i>		
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<i>Acquisition</i>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Prepare unadjusted trial balance ● Record and post adjusting entries ● Explain the difference between an unadjusted and adjusted trial balance. </td> <td style="width: 50%; padding: 5px;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Preparing an unadjusted trial balance ● Adjusting supplies and prepaid insurance ● Adjusting merchandise inventory ● Calculating depreciation expense using straight-line method ● Adjusting accumulated depreciation ● Posting adjusting entries ● Adjusting federal income tax payable ● Preparing an adjusted trial balance </td> </tr> </table>	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Prepare unadjusted trial balance ● Record and post adjusting entries ● Explain the difference between an unadjusted and adjusted trial balance. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Preparing an unadjusted trial balance ● Adjusting supplies and prepaid insurance ● Adjusting merchandise inventory ● Calculating depreciation expense using straight-line method ● Adjusting accumulated depreciation ● Posting adjusting entries ● Adjusting federal income tax payable ● Preparing an adjusted trial balance 	
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<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>		
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Collaboration</i> ● <i>Communication</i> ● <i>Critical Thinking</i> 		

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District Accounting II Curriculum

Content Topic: Financial Statements and Closing Entries for a Corporation

Stage 1 Desired Results													
<p>ESTABLISHED GOALS: Students advance their study in the field of accounting by completing the accounting cycle for a Corporation. In this unit, the focus is financial statements.</p> <p><i>Content Standards:</i> <i>NBEA Accounting Standards</i></p> <ul style="list-style-type: none"> ● Accounting Applications Identify and describe generally accepted accounting principles, explain how the application of these principles impacts the recording of financial transactions and the preparation of financial statements. ● Accounting Process Complete various steps of the accounting cycle and explain the purpose of each step. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 2px;"><i>Transfer</i></th> </tr> <tr> <td colspan="2" style="text-align: center; padding: 5px;"><i>Students will be able to complete the accounting cycle for a corporation.</i></td> </tr> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 2px;"><i>Meaning</i></th> </tr> <tr> <td style="width: 50%; padding: 5px;"> <p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Closing entries is an essential step in the accounting cycle. ● Up-to-date information at the end of a fiscal period will allow businesses to make more sound financial decisions. </td> <td style="width: 50%; padding: 5px;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why are closing entries necessary? ● What entries must be completed before the adjusted trial balance is prepared? </td> </tr> <tr style="background-color: #e0e0e0;"> <th colspan="2" style="text-align: center; padding: 2px;"><i>Acquisition</i></th> </tr> <tr> <td style="padding: 5px;"> <p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Prepare an income statement, statement of stockholders' equity and balance sheet. ● Record and journalize the closing entries ● Prepare a post closing trial balance </td> <td style="padding: 5px;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Preparing an income statement for a corporation ● Preparing a statement of stockholders' equity ● Preparing a balance sheet for a corporation ● Preparing closing entries ● Preparing the post-closing trial balance </td> </tr> </table>	<i>Transfer</i>		<i>Students will be able to complete the accounting cycle for a corporation.</i>		<i>Meaning</i>		<p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Closing entries is an essential step in the accounting cycle. ● Up-to-date information at the end of a fiscal period will allow businesses to make more sound financial decisions. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why are closing entries necessary? ● What entries must be completed before the adjusted trial balance is prepared? 	<i>Acquisition</i>		<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Prepare an income statement, statement of stockholders' equity and balance sheet. ● Record and journalize the closing entries ● Prepare a post closing trial balance 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Preparing an income statement for a corporation ● Preparing a statement of stockholders' equity ● Preparing a balance sheet for a corporation ● Preparing closing entries ● Preparing the post-closing trial balance
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<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>												
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Collaboration</i> ● <i>Communication</i> ● <i>Critical Thinking</i> 												

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District Curriculum Introduction to App Development/Web Design

Note: The half credit for this class can be applied as an ICT credit or as a general credit.

Unit Name	What(content,vocab)	How(skills)	Why(enduring understandings)
Introduction to App Development	<ul style="list-style-type: none"> ● App Development ● Emulator ● User Interface ● Blocks ● Camel Format 	<ul style="list-style-type: none"> ● Explain the difference between parts of App Development ● Examine the user interface ● Examine when to use specific blocks ● Launch the emulator ● Explain the “camel format” ● Understand the design, and block view 	<ul style="list-style-type: none"> ● Apps can be developed to solve problems, for creative expressions, to satisfy personal curiosity, or to create new knowledge. ● An understanding of the development process helps to enhance students’ critical thinking and problem solving skills.
Creating and Editing an App	<ul style="list-style-type: none"> ● Strings ● Buttons ● Labels ● Image ● Player ● Alignment ● Canvas ● Properties ● Blocks 	<ul style="list-style-type: none"> ● Insert appropriate blocks, labels, images, player as needed ● Explain how mobile apps have enhanced our lives ● Explain the use for the different blocks ● Explain the use of a list ● Create animated games ● Design and create useful apps 	<ul style="list-style-type: none"> ● Creating an app is a multi-step process that helps to increase students’ computational thinking, problem solving, and creativity.
Introduction to Web Design	<ul style="list-style-type: none"> ● Digital Citizenship ● WYSIWYG ● HTML ● Menu Bar ● Tools Selection tool ● Tools: crop, text, rectangle, hand, zoom, anchor ● Objects ● Plan view and design view ● Preview mode 	<ul style="list-style-type: none"> ● Explain the difference between web development programming and HTML ● Examine the menu bar ● Examine the tools panel ● Expand and collapse the panels ● Select an object ● Navigate a muse document ● Understand the plan, design, and preview modes ● Discuss the benefit of creating a web page. 	<ul style="list-style-type: none"> ● Web Design is learning the essential skills to create web pages for the Internet. ● Mastering the use of software programs is necessary to create web pages. ● Web design allows students the opportunity to communicate globally through the Internet.

Creating and Editing a Web Page	<ul style="list-style-type: none"> ● New site layout ● Screen sizes ● Adding and deleting pages ● Master pages ● Headers and footers ● Browser fill ● Background fill 	<ul style="list-style-type: none"> ● Discuss the screen sizes for laptops, tablets and mobile phones. ● Explain the use of master pages ● Insert headers and footers ● Change the browser fill ● Change the background fill 	<ul style="list-style-type: none"> ● The ability to recognize and correct errors is an important aspect of designing a quality webpage.
Links, Images, Text, Slideshows, and Forms	<ul style="list-style-type: none"> ● Image frame ● Background image ● Asset panel ● Grouping objects ● Aligning objects ● Adding effects to objects ● Fill and stroke ● Formatting text ● Web safe fonts ● Bulleted lists ● Hyperlinks ● Anchor links ● Menu bar ● Slideshow ● Contract form ● CAPTCHA 	<ul style="list-style-type: none"> ● Use an image frame ● Add an image ● Use the asset panel ● Group objects ● Align objects ● Change the fill and stroke ● Format text ● Discuss web safe fonts ● Create bulleted lists ● Discuss the difference between hyperlinks and anchor links ● Create an anchor link ● Explain the purpose of a menu bar ● Develop a slideshow ● Create a contract form ● Discuss why websites have a CAPTCHA 	<ul style="list-style-type: none"> ● Correctly using web based programs will give students the ability to create web pages for both business and personal use.

Windham School District
Intro to App Development/Web Design Curriculum
Content Topic: Introduction to App Development

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students use the computer as a tool through the use of applications software to plan, design, and create responsive apps with a drag-and-drop interface. In this unit, students are introduced to the app development process.</p> <p><i>Content Standards:</i> ISTE Standards</p> <ul style="list-style-type: none"> • Creativity and Innovation Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology 	<i>Transfer</i>	
	<i>Students will be able to develop apps using software programs.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Apps can be developed to solve problems, for creative expressions, to satisfy personal curiosity, or to create new knowledge. • An understanding of the development process helps to enhance students' critical thinking and problem solving skills. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What is App Development?
<i>Acquisition</i>		
<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> • Navigate the app development workspace • Test apps using the emulator • Discuss the difference between the user Interface and the design view • Determine which blocks to apply • Explain when to use the camel format 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Explaining the different parts of App Development • Explaining the user interface • Determining which blocks to use and when • Launching the emulator • Explaining the "camel format" • Understanding the design and block view 	
<i>Used in Content Area Standards</i>		
<i>21st Century Skills</i>		
<i>not applicable</i>		
<ul style="list-style-type: none"> • <i>Collaboration</i> • <i>Communication</i> • <i>Critical Thinking</i> • <i>Technology Usage</i> 		

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District
Intro to App Development/Web Design Curriculum
Content Topic: Creating and Editing an App

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students use the computer as a tool through the use of applications software to plan, design, and create responsive apps with a drag-and-drop interface. In this unit, students create and edit an app.</p> <p><i>Content Standards:</i> ISTE Standards</p> <ul style="list-style-type: none"> • Creativity and Innovation Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology • Technology Operations and Concepts Demonstrate a sound understanding of technology concepts, systems, and operations 	<i>Transfer</i>	
	<i>Students will be able to develop apps using software programs.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Creating an app is a multi-step process that helps to increase students' computational thinking, problem solving, and creativity. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How does an app hold the viewer's attention?
	<i>Acquisition</i>	
<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> • Develop apps using an App Development software program • Determine which blocks to use • Develop an appropriate app layout 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Explaining and inserting appropriate blocks, labels, images, player as needed • Explaining how mobile apps have enhanced our lives • Creating animated games • Developing useful apps • Explaining the use of a list when creating an app 	
<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>	
<i>not applicable</i>	<ul style="list-style-type: none"> • <i>Collaboration</i> • <i>Communication</i> • <i>Critical Thinking</i> • <i>Technology Usage</i> 	

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District
Intro to App Development/Web Design Curriculum
Content Topic: Introduction to Web Design

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students use the computer as a tool through the use of applications software to plan, design, and create responsive websites. This unit gives students a foundation for creating basic websites.</p> <p><i>Content Standards:</i> ISTE Standards</p> <ul style="list-style-type: none"> ● Creativity and Innovation Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology ● Digital Citizenship Comprehend and apply legal and ethical behavior 	<i>Transfer</i>	
	<i>Students will be able to create websites using software programs.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Web Design is learning the essential skills to create web pages for the Internet. ● Mastering the use of software programs is necessary to create web pages. ● Web design allows students the opportunity to communicate globally through the Internet. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What is Web Design? ● What is needed to create a useful Website?
<i>Acquisition</i>		
<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Practice safe, legal and responsible use of information and technology ● Describe the difference between Adobe Muse and HTML ● Make a good Website ● Use the menu bar ● Discuss when to use the tools panel ● Select an object ● Navigate around a muse document ● Discuss the plan, design and preview modes 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Discussing digital citizenship ● Explaining the difference between Muse and HTML ● Examining the menu bar ● Using the tools panel ● Expanding and collapsing the panels ● Selecting an object ● Navigating a muse document ● Understanding the plan, design, and preview modes 	

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> • <i>Collaboration</i> • <i>Communication</i> • <i>Critical Thinking</i> • <i>Technology Usage</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District
Intro to App Development/Web Design Curriculum
Content Topic: Creating and Editing a Web Page

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students use the computer as a tool through the use of applications software to plan, design, and create responsive websites. In this unit, students create and edit a web page.</p> <p><i>Content Standards:</i> <i>ISTE Standards</i></p> <ul style="list-style-type: none"> • Creativity and Innovation Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology • Critical Thinking, Problem Solving and Decision Making Apply critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources 	<i>Transfer</i>	
	<i>Students will be able to create websites using software programs.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The ability to recognize and correct errors is an important aspect of designing a quality webpage. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What is the web design process? • What are the different website structures? • How can a web page improve communication?
	<i>Acquisition</i>	
<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> • Explain the effect of the web page of different screen sizes as well as different devices on the viewing of the web page • Create a master page • Insert headers and footers • Change the browser fill • Change the background color fill 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Discussing the screen sizes (laptop, tablet and mobile phone) • Using master pages • Inserting headers and footers • Changing the browser fill • Changing the background fill 	
<i>Used in Content Area Standards</i>		
<i>not applicable</i>	<p style="text-align: center;"><i>21st Century Skills</i></p> <ul style="list-style-type: none"> • <i>Collaboration</i> • <i>Communication</i> • <i>Critical Thinking</i> • <i>Technology Usage</i> 	

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District
Intro to App Development/Web Design Curriculum
Content Topic: Links, Images, and Background

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students use the computer as a tool through the use of applications software to plan, design, and create responsive websites. In this unit, students insert links and images while also changing backgrounds.</p> <p><i>Content Standards:</i> <i>ISTE Standards</i></p> <ul style="list-style-type: none"> • Creativity and Innovation Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology • Critical Thinking, Problem Solving and Decision Making Apply critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources 	<i>Transfer</i>	
	<i>Students will be able to create websites using software programs.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Correctly using web based programs will give students the ability to create web pages for both business and personal use. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What can I do to enhance the look of my website?
<i>Acquisition</i>		
<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> • Appropriately use an image frame • insert an image frame • Add an image as the background • Appropriately use the asset panel • Group and align objects • Change the fill and stroke around images • Change the background color fill • Describe web safe fonts • Describe hyperlinks and anchor links • Discuss a menu bar • Describe how to create a slideshow • Create a contact form • Explain why a business would include a CAPTCHA on a form. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Adding an image using an image frame • Adding an image as the background • Using the asset panel • Grouping and aligning objects • Changing the fill and stroke • Formatting text • Discussing web safe fonts • Creating bulleted lists • Creating a hyperlink and an anchor link • Explaining the purpose of a menu bar • Developing a slideshow • Creating a contract form 	

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> • <i>Collaboration</i> • <i>Communication</i> • <i>Critical Thinking</i> • <i>Technology Usage</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District Curriculum Business Management & Entrepreneurship

Unit Name	What(content,vocab)	How(skills)	Why(enduring understandings)
Going into Business for Yourself	<ul style="list-style-type: none"> ● Small business ● Entrepreneurship ● Family business ● Economic indicators ● Business cycle: growth, recession, depression and recovery ● Entrepreneurial Start Up Process ● Risks and rewards of entrepreneurship ● Traits of successful entrepreneurs ● Current trends for entrepreneurs ● Sole proprietorship ● Partnerships ● Corporations ● Liability ● Subchapter S-Corporation ● Nonprofit organization ● Limited Liability Company ● Intellectual property ● Employee Labor Laws ● Trade Regulation 	<ul style="list-style-type: none"> ● Explain entrepreneurial trends ● Research buying versus starting a business and explain the advantages and disadvantages to starting versus buying a business ● Discuss the role of small business and entrepreneurship in the economy ● Discuss the role of economic indicators and business cycles ● Describe what entrepreneurs contribute to the economy ● Describe entrepreneurship from a historical perspective ● Explain the five components of the entrepreneurial start up process ● Analyze the risks and rewards of going into business for yourself ● Identify the background, characteristics and skills of successful entrepreneurs ● Explain techniques that will improve your potential for becoming an entrepreneur ● Discuss current trends that provide opportunity for entrepreneurs ● Explain ways to find creative business ideas ● Describe the challenges and rewards of entering a family business ● Describe how to evaluate a business opportunity ● Discuss the sole proprietorship, partnership, and corporate legal forms 	<ul style="list-style-type: none"> ● Entrepreneurs are different from employees. ● Different countries economic systems affect how an item is produced and distributed. ● Market structure affect the success of a business.

		<ul style="list-style-type: none"> ● Discuss the advantages and disadvantages of a C-Corporation ● Identify the expectations of a nonprofit organization ● Explain how to protect your intellectual property ● Discuss the laws that affect the start-up of a business, affect employees, regulate trade, and tax laws on new ventures 	
Exploring the Global Marketplace	<ul style="list-style-type: none"> ● International Markets ● Importing ● Exporting ● Trade Barriers and Tariffs ● World Trade Organization ● Gross Domestic Product (GDP) ● Conducting Business in different countries ● International Markets ● Import and Export ● Foreign market 	<ul style="list-style-type: none"> ● Explain the role and relationships of businesses and entrepreneurs in the global economy ● Discuss how to recognize and examine current trends that provide both domestic and global opportunities for entrepreneurs ● Describe the benefits and risks of international trades ● Explain how to find the best international markets ● Compare and contrast importing and exporting 	<ul style="list-style-type: none"> ● Global economic systems are different from those in the United States. ● Entrepreneurship is affected by economic, social, and global factors.
Research and Planning Your Venture	<ul style="list-style-type: none"> ● Business Concept ● Testing the Industry ● Target Customers ● Competitive Grid ● Business Model ● Feasibility Analysis ● Elements of a Business Plan ● Nature of Industry ● Market Analysis ● Market Research ● Customer Needs Analysis ● Customer Profile ● Life Cycle of an Industry ● Brand Loyalty 	<ul style="list-style-type: none"> ● Discuss the importance of defining a prospective business by writing a clear and concise business concept ● Describe how a feasibility study can be used to test a concept in the marketplace ● Identify and describe the components and formats of a business plan ● Identify the key mistakes that entrepreneurs make when writing a business plan ● Identify and analyze various sources of information for a business plan ● Describe how to professionally package and present a business plan 	<ul style="list-style-type: none"> ● Information and technology can be used to develop, implement, and present a business plan. ● Developing a secure financial plan evaluates the internal and external risks that affect the security of a new business venture. ● Clear goals and objectives that are consistent with the vision of the company leadership are essential.

		<ul style="list-style-type: none">● Define areas of analysis for industry and market research● Discuss how to conduct effective market research● Explain how to research an industry● Identify a customer profile and customer needs analysis● Develop a business plan	
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Windham School District
Business Management and Entrepreneurship Curriculum
Content Topic: Going into Business for Yourself

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will examine the basic functions of business while exploring current trends. Students will employ a hands-on approach to learning about Entrepreneurship. In this unit, students will explore the requirements for creating a business.</p> <p><i>Content Standards:</i> National Standards Business Management & Entrepreneurship 2017/2018</p> <p>Entrepreneurship:</p> <ul style="list-style-type: none"> ● Entrepreneurs and Entrepreneurial Opportunities: Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics. ● Economics: Apply economic concepts when making decisions for an entrepreneurial venture. ● Legal: Analyze how forms of business ownership, government regulations, and business ethics affect entrepreneurial ventures <p>Management:</p> <ul style="list-style-type: none"> ● Technology & Information Management: Utilize information and technology tools to conduct business effectively and efficiently. 	<i>Transfer</i>	
	<i>Students will be able to explain the process of management including planning, organizing, leading, and controlling needed to create a new business..</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Entrepreneurs are different from employees. ● Different countries economic systems affect how an item is produced and distributed. ● Market structure affect the success of a business. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What is entrepreneurship and how do entrepreneurs impact the economy? ● How can entrepreneurs recognize opportunity? ● What are the advantages and disadvantages to starting a business venture? ● How does a business owner identify the correct form of business ownership for their venture?
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Role of small business and entrepreneurship in the economy ● Economic indicators ● Business cycles; growth, recession, depression and recovery ● Entrepreneurs contribution to the economy ● Entrepreneurship from a historical perspective ● Entrepreneurial Start Up Process ● How to achieve business success ● Risks and rewards of entrepreneurship ● Traits of successful entrepreneurs 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Explaining entrepreneurial trends ● Researching the buying versus starting a business ● Discussing the role of small business and entrepreneurship in the economy ● Discussing the role of economic indicators and business cycles ● Describing what entrepreneurs contribute to the economy ● Describing entrepreneurship from a historical perspective 	

	<ul style="list-style-type: none"> ● Current trends and the opportunity for entrepreneurs ● How to recognize business opportunities ● How to overcome creative challenges ● Challenges and rewards of entering a family business ● Benefits and disadvantages of buying a business ● How to evaluate a business opportunity ● Advantages and disadvantages of starting your own business ● Sole proprietorship ● Partnerships ● Corporations ● Liability ● Advantages and disadvantages of a C-Corporation ● Subchapter S-Corporation ● Nonprofit organization ● Limited Liability Company ● Intellectual property ● Laws affecting the start-up of a business ● Employee Labor Laws ● Trade Regulation 	<ul style="list-style-type: none"> ● Explaining the five components of the entrepreneurial start up process ● Discussing how to achieve business success ● Analyzing the risks and rewards of going into business for yourself ● Identifying the background, characteristics, and skills of successful entrepreneurs ● Explaining techniques that will improve your potential for becoming an entrepreneur ● Discussing current trends that provide opportunity for entrepreneurs ● Discussing ways to overcome challenges to creativity ● Explaining ways to find creative business ideas ● Describing the challenges and rewards of entering a family business ● Listing the benefits and disadvantages of buying a business ● Comparing the advantages and disadvantages of starting your own business ● Differentiate between a sole proprietorship, partnership, and corporate legal forms ● Discuss the advantages and disadvantages of a C-Corporation ● Explain the purpose of a subchapter S-Corporation ● Identify the expectations of a nonprofit organization ● Explain the limited liability company ● Explain how to protect your intellectual property
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		<ul style="list-style-type: none"> ● Discuss the laws affect the start-up of a business ● Explain the laws that affect employees ● Identify the laws that regulate trade ● Discuss the tax laws that apply to a new venture
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
Not applicable		<ul style="list-style-type: none"> ● <i>Creativity</i> ● <i>Collaboration</i> ● <i>Communication</i> ● <i>Critical Thinking</i> ● <i>Technology Usage</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written Assessments or Projects

Windham School District
Business Management and Entrepreneurship Curriculum
Content Topic: Exploring the Global Marketplace

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will examine the basic functions of business while exploring current trends. Students will employ a hands-on approach to learning about Entrepreneurship. In this unit, students will explore the global marketplace.</p> <p><i>Content Standards:</i> Entrepreneurship:</p> <ul style="list-style-type: none"> ● Global Markets: Analyze the effect of cultural differences, export/import opportunities, and trends on an entrepreneurial venture in the global marketplace. <p>Management:</p> <ul style="list-style-type: none"> ● Global Perspective: Examine the issues of corporate culture and managing in the global environment. 	<i>Transfer</i>	
	<i>Students will be able to explain the process of management including planning, organizing, leading, and controlling needed to create a new business..</i>	
	<i>Meaning</i>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Global economic systems are different from those in the United States. ● Entrepreneurship is affected by economic, social, and global factors. </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How can entrepreneurs enter a global market? ● How do entrepreneurs recognize opportunity in a global market? ● What are diverse ways to enter a global market? </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Global economic systems are different from those in the United States. ● Entrepreneurship is affected by economic, social, and global factors.
<p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Global economic systems are different from those in the United States. ● Entrepreneurship is affected by economic, social, and global factors. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How can entrepreneurs enter a global market? ● How do entrepreneurs recognize opportunity in a global market? ● What are diverse ways to enter a global market? 	
<i>Acquisition</i>		

	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● International Markets ● Importing ● Exporting ● Trade Barriers and Tariffs ● World Trade Organization ● Gross Domestic Product (GDP) ● How to conduct business in different countries ● How to strategize before entering International Markets ● How to identify business opportunities in a foreign market 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Explaining the role and relationships of businesses and entrepreneurs in the global economy ● Discussing how to recognize and examine current trends that provide both domestic and global opportunities for entrepreneurs ● Describing the benefits and risks of international trades ● Explaining how to find the best international markets ● Comparing and contrasting importing and exporting goods
<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>	
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Creativity</i> ● <i>Collaboration</i> ● <i>Communication</i> ● <i>Critical Thinking</i> ● <i>Technology Usage</i> 	

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written Assessments or Projets

Windham School District
Business Management and Entrepreneurship Curriculum
Content Topic: Research & Planning Your Venture

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will examine the basic functions of business while exploring current trends. Students will employ a hands-on approach to learning about Entrepreneurship. In this unit, students will present a business plan.</p> <p><i>Content Standards:</i> Entrepreneurship:</p> <ul style="list-style-type: none"> ● Management: Develop a management plan for an entrepreneurial venture. ● Business Plans: Develop a business plan ● Marketing: Analyze customer groups and develop a plan to identify, research and keep customers in a specific target market. <p>Management</p> <ul style="list-style-type: none"> ● Business Organization: A Analyze the organization of a business ● Personal Management Skills: Develop personal management skills to function effectively and efficiently in a business environment. ● Industry Analysis: A ● Analyze a business organization's competitive position within the industry. 	<i>Transfer</i>	
	<i>Students will be able to explain the process of management including planning, organizing, leading, and controlling needed to create a new business..</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Information and technology can be used to develop, implement, and present a business plan. ● Developing a secure financial plan evaluates the internal and external risks that affect the security of a new business venture. ● Clear goals and objectives that are consistent with the vision of the company leadership are essential. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How does an entrepreneur prepare and present a new business venture? ● Why does an entrepreneur need strategic planning skills to operate a business venture? ● What information should be included in a Business Plan seeking investors? ● How does a business owner identify the correct form of business ownership for their venture?
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to test the Industry ● How to target Customers ● Competitive Grid ● Business Model ● How to analyze the feasibility of a business ● The elements of a Business Plan ● How to recognize mistakes entrepreneurs make when writing a business plan ● Sources of information for a business plan ● How to professionally prepare and present a business plan ● How to understand the Nature of Industry ● How to analyze a Market 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Defining a prospective business by writing a clear and concise business concept ● Describing how a feasibility study can be used to test a concept in the marketplace ● Describing the components and formats of a business plan ● Identifying the key mistakes that entrepreneurs make when writing a business plan ● Analyzing various sources of information for a business plan ● Professionally preparing and presenting a business plan 	

	<ul style="list-style-type: none"> • How to perform Market Research • How to analyze Customer Needs • Life Cycle of an Industry 	<ul style="list-style-type: none"> • Defining areas of analysis for industry and market research • Discussing how to conduct effective market research • Explaining how to research an industry • Identifying a customer profile and customer needs analysis
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> • <i>Creativity</i> • <i>Collaboration</i> • <i>Communication</i> • <i>Critical Thinking</i> • <i>Technology Usage</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written Assessments or Projects

Windham School District Curriculum

Computer Applications

Note: The half credit for this class can be applied as an ICT credit or as a general credit.

Unit Name	What	How (skills)	Why (Enduring Understandings)
Spreadsheets	<ul style="list-style-type: none"> ● Merge and Center ● bold, underline ● Currency, percentage, ● Edit fill up, down, right, left ● Absolute value ● Relative value ● Addition/Sum/Total ● Autosum ● Subtraction ● Multiplication ● Division ● Average ● Maximum ● Minimum ● Payment ● Amortization Schedule ● If ● VLookup ● Pivot Tables ● Sort 	<ul style="list-style-type: none"> ● Create spreadsheets that are easy to read and pleasing to the eye ● Explain how to calculate numeric equation using spreadsheet formulas and functions ● Demonstrate the ability to apply the appropriate formulas ● Demonstrate how to format data appropriately ● Discuss when relative or absolute value is used ● Describe how to sort information 	<ul style="list-style-type: none"> ● An electronic spreadsheet is a universal tool used to communicate data in an organized format in a variety of personal and professional situations. ● Principles of Design must be considered in the creation of spreadsheets.
Coding/Programming	<ul style="list-style-type: none"> ● Sprite ● Sequence ● Blocks ● Motin ● Looks ● Sound ● Costume 	<ul style="list-style-type: none"> ● Demonstrate the concept of sequence ● Identify the appropriate blocks and when they are used ● Discuss how to debug ● Apply appropriate costumes and backdrops ● Create an interactive project applying creativity to the knowledge learned 	<ul style="list-style-type: none"> ● Coding enables people to use creative development processes to create computational artifacts for creative expressions or to solve a problem.

	<ul style="list-style-type: none"> ● Backdrop ● Testing and debugging ● Events ● Broadcast ● Animation ● Sequence ● Loops ● Parallelism ● Conditions ● Operators ● Data 		
Research & Collaboration	<ul style="list-style-type: none"> ● Online databases including the WHS Media Center Site ● Electronic tools ● Google suite ● Microsoft suite ● Blogger, Glogsteredu, Wordle etc. ● Digital Safety ● Digital Footprint ● Hacking ● Mobile Phones 	<ul style="list-style-type: none"> ● Use appropriate databases ● Effectively use tools for collaboration ● Create presentations individually and as a member of a group ● Describe Web 2.0 tools ● Discuss digital citizenship 	<ul style="list-style-type: none"> ● Creativity, innovation, and critical thinking are essential for success in a technologically advanced world. ● Technology can be used as a tool to communicate information and ideas effectively. ● Technology can be used as a collaborative device to solve problems. ● Effective navigation of the internet leads to locating reliable and relevant resources.

**Windham School District
Computer Applications Curriculum
Content Topic: Spreadsheets**

Stage 1 Desired Results			
<p>ESTABLISHED GOALS: Students will use the computer as a tool through the use of applications software. In this unit, students will create spreadsheets.</p> <p><i>Content Standards: ISTE 2017 for Students</i></p> <p>Computational Thinker Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</p>	<i>Transfer</i>		
	<i>Students will be able to use technology to be productive and creative when solving problems.</i>		
	<i>Meaning</i>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● An electronic spreadsheet is a universal tool used to communicate data in an organized format in a variety of personal and professional situations. ● Principles of Design must be considered in the creation of spreadsheets. </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● <i>How can formulas save time and prove to be more accurate?</i> </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● An electronic spreadsheet is a universal tool used to communicate data in an organized format in a variety of personal and professional situations. ● Principles of Design must be considered in the creation of spreadsheets. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● <i>How can formulas save time and prove to be more accurate?</i>
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● An electronic spreadsheet is a universal tool used to communicate data in an organized format in a variety of personal and professional situations. ● Principles of Design must be considered in the creation of spreadsheets. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● <i>How can formulas save time and prove to be more accurate?</i> 	
<i>Acquisition</i>			
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Create spreadsheets that are easy to read and pleasing to the eye ● Calculate numeric equation using spreadsheet formulas and functions ● Effectively apply the appropriate formulas ● Effectively format data appropriately ● Determine when to use relative or absolute value ● Sort information </td> <td style="width: 50%; vertical-align: top;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Creating spreadsheets that are easy to read and pleasing to the eye ● Explaining how to calculate numeric equation using spreadsheet formulas and functions ● Demonstrating the ability to apply the appropriate formulas ● Demonstrating how to format data appropriately ● Discussing when relative or absolute value is used ● Describing how to sort information </td> </tr> </table>	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Create spreadsheets that are easy to read and pleasing to the eye ● Calculate numeric equation using spreadsheet formulas and functions ● Effectively apply the appropriate formulas ● Effectively format data appropriately ● Determine when to use relative or absolute value ● Sort information 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Creating spreadsheets that are easy to read and pleasing to the eye ● Explaining how to calculate numeric equation using spreadsheet formulas and functions ● Demonstrating the ability to apply the appropriate formulas ● Demonstrating how to format data appropriately ● Discussing when relative or absolute value is used ● Describing how to sort information 	
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<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>		
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Communication</i> ● <i>Critical Thinking</i> ● <i>Technology Usage</i> 		

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District

Computer Applications Curriculum Content Topic: Coding/Programming

Stage 1 Desired Results			
<p>ESTABLISHED GOALS: Students will use the computer as a tool through the use of applications software. In this unit, students will create interactive projects using block coding.</p> <p><i>Content Standards:</i> <i>ISTE 2017 for Students</i></p> <p>Computational Thinker Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</p>	<i>Transfer</i>		
	<i>Students will be able to use technology to be productive and creative when solving problems.</i>		
	<i>Meaning</i>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Coding enables people to use creative development processes to create computational artifacts for creative expressions or to solve a problem. </td> <td style="width: 50%; padding: 5px;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What is Coding/programming? ● How are computer games created? </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Coding enables people to use creative development processes to create computational artifacts for creative expressions or to solve a problem. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What is Coding/programming? ● How are computer games created?
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Coding enables people to use creative development processes to create computational artifacts for creative expressions or to solve a problem. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What is Coding/programming? ● How are computer games created? 	
<i>Acquisition</i>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Effectively demonstrate the concept of sequence ● Identify the appropriate blocks and when they are used ● Test and debug a program ● Apply appropriate costumes and backdrops to a program ● Create an interactive project applying creativity to the knowledge learned </td> <td style="width: 50%; padding: 5px;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Demonstrating the concept of sequence ● Identifying the appropriate blocks and when they are used ● Discussing how to debug ● Applying appropriate costumes and backdrops to a program </td> </tr> </table>	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Effectively demonstrate the concept of sequence ● Identify the appropriate blocks and when they are used ● Test and debug a program ● Apply appropriate costumes and backdrops to a program ● Create an interactive project applying creativity to the knowledge learned 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Demonstrating the concept of sequence ● Identifying the appropriate blocks and when they are used ● Discussing how to debug ● Applying appropriate costumes and backdrops to a program 	
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<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>		
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Communication</i> ● <i>Critical Thinking</i> ● <i>Technology Usage</i> ● <i>Creativity</i> 		

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District
Computer Applications Curriculum
Content Topic: Research/Collaboration

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will use the computer as a tool through the use of applications software. In this unit, students will research on the internet and create projects and presentations both individually and collaboratively.</p> <p><i>Content Standards: ISTE 2017 for Students</i></p> <p>Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>	<i>Transfer</i>	
	<i>Students will be able to use technology to be productive and creative when solving problems.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>students will understand that:</i></p> <ul style="list-style-type: none"> ● Creativity, innovation, and critical thinking are essential for success in a technologically advanced world. ● Technology can be used as a tool to communicate information and ideas effectively. ● Technology can be used as a collaborative device to solve problems. ● Effective navigation of the internet leads to locating reliable and relevant resources. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why is it important to practice ethical and moral behavior while using technology? ● How does technology help teams to collaborate more effectively? ● How is creativity increased when working collaboratively?
<i>Acquisition</i>		
<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Conduct research independently and collaboratively ● Select reliable sources ● Select appropriate presentation software ● Effectively use Web 2.0 tools 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Working independently and collaboratively ● Identifying the appropriate databases and when they are used ● Discussing Web 2.0 tools ● Presenting material using appropriate software 	

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> • <i>Communication</i> • <i>Critical Thinking</i> • <i>Technology Usage</i> • <i>Creativity</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District Curriculum

Marketing I

Unit Name	What(content,vocab)	How(skills)	Why(enduring understandings)
Introduction to Marketing	<ul style="list-style-type: none"> ● Scope of Marketing ● Marketing Core Functions ● Marketing Concept ● Customer Relationship Management ● Economic Utility ● Economic Benefits of Marketing ● Marketing Mix ● Market Segmentation ● Target Market ● Customer Profile ● SWOT Analysis ● Pest Analysis ● Marketing Plan ● Mass Marketing 	<ul style="list-style-type: none"> ● Identify and describe the scope of marketing ● Explain the influence of the Marketing Core Functions ● Identify a target market ● Describe how markets are segmented ● Create a Customer Profile ● Determine and describe types of segmentation ● Create a SWOT Analysis ● Create Pest Analysis ● Identify Mass Marketing Techniques ● Determine Niche Marketing 	<ul style="list-style-type: none"> ● Even though marketing practices continue to evolve, the focus on consumer needs, wants and desires must remain constant. ● The functions of marketing are broad in range and important to business success.
Marketing Information Management	<ul style="list-style-type: none"> ● Marketing Research ● Marketing Information Systems ● Database Marketing ● Consumer Database ● Customer Loyalty Information ● Computer Software ● Consumer Privacy ● Types of Product Research; Quantitative, Qualitative, Attitude, Market Intelligence, Media Research and Product Research 	<ul style="list-style-type: none"> ● Design Market Research ● Construct, format and administer questionnaires ● Interpret Market Research data ● Recommend solutions to identified Market Research ● Explain and apply different types of market research 	<ul style="list-style-type: none"> ● The process of marketing research is important in the creation of new products as well as to improve a company.

<p>Product & Service Management</p>	<ul style="list-style-type: none"> ● Product Planning ● Product Mix Strategies; Developing New Products, Developing Existing Products, Deleting Product/Product Line ● Product Life Cycle ● Product Positioning ● Category Management ● Branding ● Packaging ● Labeling ● Warranties ● Consumer Laws and Agencies ● Consumer Rights and Responsibilities ● Consumer Credit ● Types of Credit Accounts 	<ul style="list-style-type: none"> ● Plan product items and lines ● Demonstrate Product Mix Strategies, including developing new products, developing existing products and/or deleting a product or product line ● Explain the product life cycle, evaluating the factors related to product positioning ● Identify the elements of branding, explain the importance of brands in product planning ● Distinguish between different types of brand ● Differentiate between type of branding strategies determining best strategies given scenario or real life evaluation ● Explain the functions of packaging, identify potential issues and environmental concerns ● Describe the different warranties, and explain the influence during the product planning stages ● Interpret consumer laws and agencies, identifying federal statutes, consumer rights and responsibilities ● Analyze the role of credit, explain the influence of consumer credit, and describe legislative factors affecting credit ● Differentiate between types of credit accounts 	<ul style="list-style-type: none"> ● A promotional plan must be coordinated using personal selling, advertising, public relations, and special promotions. ● There are concepts and processes needed to develop, maintain and improve a product or service mix in response to market opportunities.
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**Windham School District
Marketing I Curriculum
Content Topic: Introduction to Marketing**

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will learn marketing concepts, the role of marketing within an organization, market research and the role of marketing in society. In this unit, students will be introduced to marketing and understand how marketing is used within businesses.</p> <p><i>Content Standards:</i> MBA Research: Marketing Core</p> <ul style="list-style-type: none"> Market Planning: Standard: Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience <p>NBEA: Marketing</p> <ul style="list-style-type: none"> Foundations of Marketing: Recognize the customer nature of marketing and analyze the impact of marketing activities on the individual, business, and society. 	<i>Transfer</i>	
	<i>Students will be able to explain the process of management including planning, organizing, leading, and controlling needed to create a new business..</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> Even though marketing practices continue to evolve, the focus on consumer needs, wants and desires must remain constant. The functions of marketing are broad in range and important to business success. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How do businesses keep their customers? How do businesses use product, price, place and promotion to create an effective marketing mix? What resources can a business utilize to evaluate strengths and weaknesses in the marketplace?
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Scope of Marketing Marketing Core Functions Marketing Concept Customer Relationship Management Economic Utility Economic Benefits of Marketing Marketing Mix Market Segmentation Target Market Customer Profile SWOT Analysis Pest Analysis Marketing Plan Mass Marketing Niche Marketing 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Identifying and describing the scope of marketing Explaining the influence of the Marketing Core Functions Comparing and contrasting consumers and organizational markets Explaining the importance of target markets Demonstrating how to conduct a SWOT analysis Identifying the key areas of internal and external company analysis Identifying and analyzing a target market Explaining the concept of utility, and provide examples Describing how markets are segmented 	

		<ul style="list-style-type: none"> • Creating a Customer Profile • Describing types of segmentation • Creating a SWOT Analysis • Creating a PEST Analysis • Identifying mass marketing techniques • Differentiating between mass marketing and market segmentation • Describing Niche Marketing
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> • <i>Communication</i> • <i>Critical Thinking</i> • <i>Technology Usage</i> • <i>Creativity</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

**Windham School District
Marketing I Curriculum
Content Topic: Marketing Information Management**

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will learn marketing concepts, the role of marketing within an organization, market research and the role of marketing in society. In this unit, students will explore the process of marketing research and learn how research affects the establishment and growth of a business.</p> <p><i>Content Standards:</i></p> <p>MBA Research: Marketing Core</p> <ul style="list-style-type: none"> Marketing Information Management: Marketing Info Management: Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions <p>NBEA: Marketing</p> <ul style="list-style-type: none"> Marketing Research: Analyze the role of marketing research in decision-making. 	<i>Transfer</i>	
	<i>Students will be able to explain the process of management including planning, organizing, leading, and controlling needed to create a new business..</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> The process of marketing research is important in the creation of new products as well as to improve a company. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How can market research help improve a company's products for the target market? What research be used to gain data about marketing opportunities? How can marketing research obtain necessary data for identifying customer needs and wants?
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Market Research Process Marketing Information Systems: Database Marketing and Consumer Database How to gather marketing information; customer loyalty information, and consumer privacy information Types of Product Research; Quantitative, Qualitative, Attitude, Market Intelligence, Media Research and Product Research How to identify Primary and Secondary sources of Market Research How to construct and administer questionnaires 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Designing Market Research Identifying procedures for gathering information using technology Identifying the methods of conducting marketing research Explaining the steps in designing and conducting marketing research Constructing, formatting and administering questionnaires Interpreting Market Research data Comparing primary and secondary data Recommending solutions to identified Market Research 	

		<ul style="list-style-type: none"> ● Explaining the characteristics and purposes of a marketing information system
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> ● <i>Communication</i> ● <i>Critical Thinking</i> ● <i>Technology Usage</i> ● <i>Creativity</i> ● <i>Computation</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

**Windham School District
Marketing I Curriculum
Content Topic: Product & Service Management**

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will learn marketing concepts, the role of marketing within an organization, market research and the role of marketing in society. In this unit, students will investigate how products and services are managed for continued success of a business.</p> <p><i>Content Standards:</i> MBA Research: Marketing Core</p> <ul style="list-style-type: none"> ● Product/Service Management: Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities. <p>NBEA: Marketing</p> <ul style="list-style-type: none"> ● The Marketing Mix: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process. 	<i>Transfer</i>	
	<i>Students will be able to explain the process of management including planning, organizing, leading, and controlling needed to create a new business..</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● A promotional plan must be coordinated using personal selling, advertising, public relations, and special promotions. ● There are concepts and processes needed to develop, maintain and improve a product or service mix in response to market opportunities. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How does a business develop a new product and prepare for a sale? ● Explain how brands and branding elements create a distinct image for a product? ● What effect do warranties and credit have on product and service management?
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Product Planning ● Product Mix Strategies; Developing New Products, Developing Existing Products, Deleting a Product/Product Line ● Product Life Cycle ● Product Positioning ● Category Management ● Branding ● Branding Strategies ● Packaging ● Labeling ● Warranties ● Consumer Laws and Agencies ● Consumer Rights and Responsibilities ● Consumer Credit ● Types of Credit Accounts 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Describing the steps in product planning ● Planning product items and lines ● Demonstrating Product Mix Strategies, including developing new products, developing existing products and/or deleting a product or product line ● Explaining the product life cycle, evaluating the factors related to product positioning ● Identifying the elements of branding, explain the importance of brands in product planning ● Distinguishing between different types of brand ● Describing product positioning techniques 	

		<ul style="list-style-type: none">● Discussing the nature, scope and importance of branding● Identifying the various branding elements● Listing three different types of brands● Differentiating between type of branding strategies determining best strategies given a scenario or real life evaluation● Explaining the functions of packaging, identify potential issues and environmental concerns● Describing warranties and explaining the influence during the product planning stages● Explaining the different type of warranties● Interpreting consumer laws and agencies, and identifying federal statutes as well as consumer rights and responsibilities● Explaining the functions of product packaging● Identifying the functions of labels● Analyzing the role of credit and explaining the influence of consumer credit.● Describing legislative factors affecting credit● Differentiating between the different types of credit accounts● Exploring the importance of warranties in product planning● Identifying the major provisions of product safety legislation● Explaining consumer responsibilities and rights related to product performance● Describing the importance of credit● Explaining various sources of consumer credit
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		<ul style="list-style-type: none"> • Identifying the type of credit accounts extended to consumers • Discussing how businesses use trade credit
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> • <i>Communication</i> • <i>Critical Thinking</i> • <i>Technology Usage</i> • <i>Creativity</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District Marketing II Curriculum

Unit Name	What(content,vocab)	How(skills)	Why(enduring understandings)
Selling	<ul style="list-style-type: none"> ● Selling Purpose and Goal(s) ● Sales Trends and Technology ● Sales Management Responsibilities ● Types of Sales Positions ● Selling Process ● Preparing to Sell ● Feature-Benefit Selling ● Prospecting ● Objections ● Closing Concepts and Techniques ● Suggestion Selling ● Maintaining and Building a Clientele 	<ul style="list-style-type: none"> ● Explain the purpose and goal(s) of selling ● Analyze sales trends and technology ● Describe sales management techniques and responsibilities ● Summarize types of sales positions, in addition to, benefits and drawbacks of a career in sales ● Describe the different customer decision making processes; extensive, limited and routine ● Prepare to sell a product and demonstrate product knowledge ● Explain Feature-Benefit Selling ● Explain customer buying motives ● Explain the importance of prospecting and describe different prospecting techniques ● Identify and describe the selling process ● Identify the difference and similarities between organizational and retail selling ● Describe how to identify customer needs. ● Demonstrate how to organize and prepare a product presentation ● Explain how a company plans for objections 	<ul style="list-style-type: none"> ● Customers make different buying decisions everyday. ● There are different ways for a business to reach their customers. ● There are benefits to keeping a customer satisfied.

		<ul style="list-style-type: none"> ● Recognize the specialized methods used to answer customer objections ● Identify specialized methods for closing a sale ● Analyze the importance of maintaining and building a clientele 	
Promotion	<ul style="list-style-type: none"> ● Promotions in Marketing ● Types of Promotions: personal selling, advertising, direct marketing, sales promotion, public relations ● Sales Promotions ● Visual Merchandising Elements: storefront, store layout, store interior ● Display design 	<ul style="list-style-type: none"> ● Identify promotions in marketing ● Identify and describe types of promotions in the promotional mix ● Describe the concept of promotional mix ● List and describe the types of sales promotions ● Identify the elements of visual merchandising ● Demonstrate how to prepare and create a display design ● List and explain types of media using supporting examples 	<ul style="list-style-type: none"> ● The five parts of the promotional mix are essential to any successful promotion plan. ● The world of advertising and sales promotion is constantly changing with the use of technology.
Advertising	<ul style="list-style-type: none"> ● Advertising ● Types of Media ● Media Rates ● Promotional Budget ● Advertising Campaign ● Print Advertising 	<ul style="list-style-type: none"> ● Explain media planning and selection ● Describe Media Rates and the role of promotional budgets ● Create an advertising campaign ● Develop high quality print advertisements 	<ul style="list-style-type: none"> ● Advertising is a very effective medium for leading consumers to a product or service.

**Windham School District
Marketing II Curriculum
Content Topic: Selling**

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will further develop their understanding of marketing concepts and strategies while also strengthening their understanding of cross-cultural marketing. In this unit, students will focus on selling techniques.</p> <p><i>Content Standards:</i> MBA Research: Marketing</p> <ul style="list-style-type: none"> ● Selling: Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities ● Selling: Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer. ● Selling: Understand sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales. <p>NBEA: Marketing</p> <ul style="list-style-type: none"> ● Consumers and Their Behavior: Analyze the characteristics, motivations, and behaviors of consumers. ● Foundations of Marketing: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society. 	<i>Transfer</i>	
	<i>Students will be able to develop a marketing campaign by understanding the role of product information and knowledge of the competition.</i>	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Customers make different buying decisions everyday. ● There are different ways for a business to reach their customers. ● There are benefits to keeping a customer satisfied. 	<ul style="list-style-type: none"> ● How can a sales team prepare to sell products to customers? ● What type of product information and/or competitor knowledge is beneficial when preparing to sell? 	
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to Sell based on purpose and goal(s) ● Sales Trends and Technology ● Sales Management responsibilities ● Types of Sales Positions ● How to prepare to sell ● Feature-Benefit Selling ● Prospecting ● Objections ● Closing concepts and techniques ● Suggestion Selling ● How to maintain and build a clientele 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Explaining the purpose and goal(s) of selling ● Analyzing sales trends and technology ● Describing sales management techniques and responsibilities ● Explaining legal and ethical sales issues ● Explaining the difference between personal selling and business-to-business selling ● Identifying sales positions ● Describing customer relationship management ● Summarizing types of sales positions, in addition to, benefits and drawbacks of a career in sales 	

		<ul style="list-style-type: none"> ● Describing the different customer decision making processes; extensive, limited and routine ● Preparing to sell a product as well as demonstrating product knowledge ● Analyzing sales trends and technology ● Explaining Feature-Benefit Selling ● Explaining Customer buying motives ● Explaining the importance of prospecting and describing different prospecting techniques ● Describing the selling process ● Identifying the difference and similarities between organizational and retail selling ● Identifying customer needs ● Preparing a product presentation, ● Explaining how sales plan for objections and describing the process for handling objections ● Recognizing the specialized methods used to answer customer objections ● Identifying specialized methods for closing a sale ● Explaining the role and importance of suggestion selling during the sales process ● Analyzing the importance of maintaining and building a clientele
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> ● <i>Communication</i> ● <i>Critical Thinking</i> ● <i>Creativity</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District Marketing II Curriculum Content Topic: Promotion

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will further develop their understanding of marketing concepts and strategies while also strengthening their understanding of cross-cultural marketing. In this unit, students will focus on the promotion of products.</p> <p><i>Content Standards:</i></p> <p>MBA Research: Marketing Core</p> <ul style="list-style-type: none"> ● Promotion: Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome ● Promotion: Acquire a foundational knowledge of promotion to understand its nature and scope. ● Promotion: Understand promotional channels used to communicate with targeted audience <p>NBEA: Marketing</p> <ul style="list-style-type: none"> ● The Marketing Mix: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process. ● Foundations of Marketing: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society. ● Consumers and Their Behavior: Analyze the characteristics, motivations, and behaviors of consumers. 	<i>Transfer</i>	
	<i>Students will be able to develop a marketing campaign by understanding the role of product information and knowledge of the competition.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> ● The five parts of the promotional mix are essential to any successful promotion plan. ● The world of advertising and sales promotion is constantly changing with the use of technology. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What elements make a promotion successful? ● How do stores use their space to project an image and to present their products?
	<i>Acquisition</i>	
<i>Students will know...</i>	<i>Students will be skilled at...</i>	
<ul style="list-style-type: none"> ● Types of promotions in Marketing ● Visual Merchandising and Display ● Elements of Visual Merchandising ● Display design and preparation ● Advertising ● Types of Media ● Media Rates ● Promotional Budget ● Advertising Campaign ● Print Advertising 	<ul style="list-style-type: none"> ● Identifying promotions in marketing ● Identifying and describing types of promotions in the promotional mix; personal selling, advertising, direct marketing, sales promotion, public relations ● Describing the concept of promotional mix ● Identifying the elements of visual merchandising to include storefront, store layout, store interior, and types of interior displays ● Demonstrating how to prepare and manipulate elements to enhance displays ● Explaining the use of visual merchandising in retailing 	

		<ul style="list-style-type: none"> • Creating displays and other promotional signs • Coordinating activities in the promotional mix • Planning visual merchandising activities • Planning and scheduling displays and themes with management
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> • <i>Communication</i> • <i>Critical Thinking</i> • <i>Creativity</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

**Windham School District
Marketing II Curriculum
Content Topic: Unit 3 - Advertising Plan**

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will further develop their understanding of marketing concepts and strategies while also strengthening their understanding of cross-cultural marketing. In this unit, students will focus on an advertising plan.</p> <p><i>Content Standards:</i></p> <p>MBA Research: Marketing Core</p> <ul style="list-style-type: none"> ● Promotion: Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome. ● Understand the use of an advertisement's components to communicate with targeted audiences. ● Understand the use of public-relations activities to communicate with targeted audiences. <p>NBEA: Marketing</p> <ul style="list-style-type: none"> ● The Marketing Mix: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process. ● Foundations of Marketing: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society. ● Consumers and Their Behavior: Analyze the characteristics, motivations, and behaviors of consumers. ● The Marketing Plan: Describe the elements, design, and purposes of a marketing plan. 	<i>Transfer</i>	
	<i>Students will be able to develop a marketing campaign by understanding the role of product information and knowledge of the competition.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that:</i> Advertising is a very effective medium for leading consumers to a product or service.</p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do you create an effective promotional campaign to reach a target market? ● How does a business create an advertising plan? ● What elements create an effective promotional campaign to reach a target market? ● What components make print advertisements effective?
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Promotions in Marketing ● Types of Promotions ● Sales Promotions ● Visual Merchandising and Display ● Elements of Visual Merchandising ● Display design and preparation ● Advertising ● Types of Media ● Media Rates ● Promotional Budget ● Advertising Campaign ● Print Advertising 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Describe the elements of a print advertisements ● Demonstrate how to prepare and create a print advertisement ● List and describe the types of sales promotions ● Describe elements of an effective print advertisements ● List and explain types of Media using supporting examples ● Explain media planning and selection ● Describe Media Rates and the role of promotional budgets 	

		<ul style="list-style-type: none"> • Develop high quality print advertisements • Create an advertising campaign
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> • <i>Communication</i> • <i>Critical Thinking</i> • <i>Creativity</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District Marketing 3 Curriculum

Unit Name	What(content,vocab)	How(skills)	Why(enduring understandings)
Employee Training	<ul style="list-style-type: none"> ● Policy ● Rule ● Return Policy ● Rework Policy ● Staff ● Human resources ● Human Resources Management ● Development Activities ● Employee Complaint Procedure ● Motivating Factors ● Performance Evaluation ● Project Organization ● Job Description ● Job specification ● Benefits ● Selling Purpose and Goal(s) ● Sales Trends and Technology ● Maintaining and Building a Clientele 	<ul style="list-style-type: none"> ● Explain the significance of operation plans ● Describe the purpose of operating policies, rules and regulations ● Determine who carries out the work within a company and how the company is perceived. ● Identify the components of human resources management ● Determine the need for additional policies ● Explain how managers influence motivation ● Describe ways to maximize employee performance ● Explain staffing procedures ● Prepare to sell a product, demonstrate product knowledge ● Describe Customer Relationship Management ● Students will decipher what type of product information and/or competitor knowledge is beneficial when preparing for selling. ● Describe the functions of cash registers and point-of-sale (POS) terminals ● Demonstrate and explain the use for Universal Product Codes (UPCs) ● Prepare purchase orders and invoices 	<ul style="list-style-type: none"> ● Policies and rules are implemented to achieve a smooth and consistent business operation. ● Employees that are recruited, hired, trained and remain with the company, have a major impact on the company's performance. ● The basic functions, skills, and leadership style of managers' impacts a business's ability to efficiently reach their goals.

<p>Distribution</p>	<ul style="list-style-type: none"> ● Explain the concept of a channel of distribution ● Identify channel members ● Compare different channels of distribution ● channel of distribution ● intermediaries ● wholesalers ● rack jobbers ● drop shippers ● retailers ● brick and mortar ● direct distribution ● indirection distribution ● e-marketplace ● physical distribution ● transportation; common carriers, contract carriers, private carriers, exempt carriers ● freight forwarder ● Explain the concept and function of inventory storage ● Storage ● distribution center ● organizational buyers/wholesale buyers ● Six-month merchandise Plan ● Consignment Buying ● Memorandum Buying ● Reverse Auction ● Describe the receiving process ● Explain stock handling techniques used in receiving deliveries ● Receiving Record 	<ul style="list-style-type: none"> ● Describe the activities that are part of distribution management ● Identify channel members ● Compare different channels of distribution ● Explain distribution planning ● Explain the effect of the internet on distribution planning ● Describe the nature and scope of physical distribution ● Identify transportation systems and services that move products from manufacturers to consumers ● Explain the concept and function of inventory storage ● Explain the criteria for selecting suppliers ● Describe the various internet purchasing methods ● Describe the receiving process ● Explain stock handling techniques used in receiving deliveries ● Describe the process of providing effective inventory management ● Relate customer service to distribution ● Analyze sales information to determine inventory turnover ● Discuss technology and inventory management 	<ul style="list-style-type: none"> ● Distribution channels are necessary in every marketing decision. ● Most goods and services produced are marketed to specific market segments.
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	<ul style="list-style-type: none"> ● Quality Check Method ● Pretetailing Marking Method ● inventory ● inventory management ● perpetual inventory system ● physical inventory system ● cycle counts ● stock keeping unit (SKU) ● dollar control ● unit control ● inventory turnover ● real-time inventory system 		
<p>Pricing</p>	<ul style="list-style-type: none"> ● Price ● Market factors affecting prices ● Legal and Ethical Considerations for Pricing ● Basic Price Concepts ● Price Policies and Product Life Cycle ● Adjusting the Base Price ● Pricing Strategies ● Pricing Process and related Technology ● Profit and Markup ● Calculations for Lowering Prices ● Discounts; employee, vendor and potential pitfalls 	<ul style="list-style-type: none"> ● Evaluate the price, and the relationship of product value ● Summarize marketing objectives related to pricing ● Determine market factors affecting prices; cost and expenses, supply and demand, consumer perception, competition ● Analyze legal and ethical concerns related to pricing; price fixing, price discrimination, unit pricing, resale price maintenance, unfair trade practices, price advertising and price ethnics ● Demonstrate basic pricing concepts ● Explain pricing policies and influence on the product life cycle ● Differentiate between different pricing strategies, and identify discounts and allowances to improve sales and customer relationships ● Determine the pricing process, and the influence of technology determining prices 	<ul style="list-style-type: none"> ● Students will understand how business owners determine the best prices. ● .Students will identify factors used to price a new product or product line for a specific target market. ● Consumers decide the fate of all products and services that are marketed.

		<ul style="list-style-type: none"> ● Calculate profit and markup, demonstrating calculations for lowering prices ● Analyze different types of discounts available, explain potential pitfalls of discount pricing 	
Strategic Management	<ul style="list-style-type: none"> ● Manager ● Planning ● Strategic Plans ● Tactical Plans ● Operational Plans ● Organizing ● Directing ● Controlling ● Quality Control Program ● Climate ● Image ● Team Building ● Communication ● Situation Management ● Human Relations ● Nonverbal Communication ● Networking ● Time Management ● Conceptual Skills ● Purchasing ● Model Inventory ● Vendors ● Trade Discounts ● Quantity Discounts ● Cash Discounts ● Secured Funds ● Invoice ● financing cost ● opportunity cost ● storage cost 	<ul style="list-style-type: none"> ● Describe the difference between the entrepreneurial role and the management role of a new business owner. ● Identify the management functions. ● List the key elements in a positive business climate. ● Name three basic management styles ● List the skills needed for managing. ● Explain the principles of management excellence. ● Describe the importance of planning purchase. ● Identify factors that affect purchasing. ● Examine inventory procedures used by small businesses. ● Explain the importance and types of inventory control. 	<ul style="list-style-type: none"> ● To be successful in a new business, an entrepreneur must perform management functions, establish a positive working climate, and maintain an entrepreneurial perspective. ● Businesses need to get the best possible products or materials for the price. Making smart spending decisions can result in better values for customers and larger profits for the business. ● An Entrepreneur's main profit stems from the sale of inventory. He or she needs to keep careful control over this valuable asset.

	<ul style="list-style-type: none">● insurance cost● shrinkage cost● obsolescence cost● warehousing● lead time● usage rate● safety stock		
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**Windham School District
Marketing III Curriculum
Content Topic: Employee Training**

Stage 1 Desired Results

<p>ESTABLISHED GOALS: Students will further develop their understanding of marketing concepts and strategies. In this unit, students will focus on employee training and evaluation.</p> <p><i>Content Standards:</i></p> <p>MBA Research: Marketing Core</p> <ul style="list-style-type: none"> ● Business Law: Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions ● Communication Skills: Understands the concepts, strategies, and systems used to obtain and convey ideas and information ● Channel Management: Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels <p>NBEA: Marketing</p> <ul style="list-style-type: none"> ● Foundations of Marketing: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society. ● External Factors: Analyze the influence of external factors on marketing. 	<i>Transfer</i>	
	<i>Students will be able to execute the daily operations of a business through the hands-on approach of running Jaguar Junction, the WHS School Store.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand ...</i></p> <ul style="list-style-type: none"> ● Policies and rules are implemented to achieve a smooth and consistent business operation. ● Staff determines who carries out the work within a company and how your company is perceived. ● Employees that are recruited, hired, trained and kept have a major impact on company performance. ● Students will decipher what type of product information and/or competitor knowledge is beneficial when preparing for selling. ● How to determine the technology that can improve stock and inventory procedures ● Entrepreneurs/managers must be able to evaluate personnel procedures in order to better lead their staff. ● How to create and process sales documentation, including sales tax, discounts and shipping charges ● How to describe the functions of cash registers and point-of-sale (POS) terminals 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How does understanding the procedures for business employees, including hiring and training, aid the employee as much as the employer? ● Why is it a problem to not have employee benefits?

	<ul style="list-style-type: none"> • How to demonstrate and explain the use for Universal Product Codes (UPCs) • How to prepare purchase orders and invoices 	
Acquisition		
	<i>Students will know...</i> <ul style="list-style-type: none"> • Customer Service • Sales Trends and Technology • Preparing to Sell • Suggestion Selling • Maintaining and Building a Clientele 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • Explain the purpose and goal(s) of selling • Analyze sales trends and technology • Prepare to sell a product, demonstrate product knowledge • Identify and describe the selling process • Describe how to identify customer needs; observe, listen, question • Demonstrate how to organize and prepare a product presentation, • Explain the role and importance of suggestion selling during the sales process • Analyze the importance of maintaining and building a clientele
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • <i>Communication</i> • <i>Critical Thinking</i> • <i>Creativity</i>

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
	ASSESSMENT: Written assessments or projects

**Windham School District
Marketing III Curriculum
Content Topic: Distribution**

Stage 1 Desired Results	
<p>ESTABLISHED GOALS:</p> <p>Students will further develop their understanding of marketing concepts and strategies. In this unit, students will evaluate the channels a product travels before reaching the consumer as well as analyze and evaluate different distribution options.</p> <p><i>Content Standards:</i></p> <p>MBA Research: Marketing Core</p> <ul style="list-style-type: none"> ● Channel Management: Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels <p>NBEA: Marketing</p> <ul style="list-style-type: none"> ● Foundations of Marketing: Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society. ● External Factors: Analyze the influence of external factors on marketing. 	<i>Transfer</i>
	<p><i>Students will be able to execute the daily operations of a business through the hands-on approach of running Jaguar Junction, the WHS School Store.</i></p>
	<i>Meaning</i>
<p>ENDURING UNDERSTANDINGS <i>Students will understand:</i></p> <ul style="list-style-type: none"> ● How distribution increases sales and effectively moves a product from the manufacturer to the customer. ● The factors to consider when transporting goods or materials. ● The concept of a channel of distribution ● The channel members ● The different channels of distribution ● The distribution planning process ● The three levels of distribution intensity ● The effect of the internet on distribution planning ● The nature and scope of physical distribution <ul style="list-style-type: none"> ● Every product travels through certain channels before reaching the final consumer ● The transportation systems and services that move products from manufacturers to consumers ● The concept and function of inventory storage 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why is it important to understand different shipping methods? ● Why is it important to understand wholesale buying practices? ● How do businesses determine the distribution channel to increase sales and efficiently move a product from the manufacturer to the customer? ● What factors must businesses consider when transporting goods or materials?

	<ul style="list-style-type: none"> ● How planning purchases differs between resellers' markets and industrial markets ● The three types of purchase situations ● The criteria for selecting suppliers ● Internet purchasing methods ● The receiving process ● Stock handling techniques used in receiving deliveries ● The process for providing effective inventory management ● The types of inventory control systems ● Customer service related to distribution ● How to analyze sales information to determine inventory turnover 	
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Planning Purchases ● Types of Purchase Situations ● Selecting Suppliers ● Terms of Purchase ● Planning Purchases ● Types of Purchase Situations ● Selecting Suppliers ● Terms of Purchase ● Types of Transportation Services ● Transportation Service Companies ● Storage of Goods ● Distribution Planning for International Markets and Foreign Markets ● Direct and Indirect Channels of Distribution ● Legal and Ethical considerations in Distribution ● Stock Handling; receiving, checking, marking and transferring merchandise 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Identify types of purchasing situations, and how to review and select appropriate suppliers ● Explain and interpret purchasing and sale terms ● Explain the nature and scope of physical distribution, determining the different types of transportation systems available ● Plan Purchases to meet business needs differentiating between types of markets; industrial markets, resellers' markets, government markets and institutional markets ● Identify types of purchasing situations, and how to review and select appropriate suppliers ● Explain and interpret purchasing and sale terms

	<ul style="list-style-type: none"> ● Inventory Management ● Stock Control ● Compare & contrast different shipping methods by identifying the advantages & disadvantages of each. ● Evaluate various types of wholesale buying practices. ● Explain the concept of a channel of distribution. ● Identify channel members. ● Distinguish between direct & indirect channels. Explain distribution channels for consumer products & services. 	<ul style="list-style-type: none"> ● Explain the nature and scope of physical distribution, determining the different types of transportation systems available ● Determine the different transportation service companies available to businesses ● Analyze how to store products depending on conditional factors ● Describe how businesses prepare distribution planning for international markets ● Describe the process of distribution, identifying direct and indirect channels influencing the distribution process ● Provide examples of different channels of distribution for consumer and industrial products and services ● Analyze legal and ethical considerations in distribution, identifying different types of distribution intensity ● Explain the importance of Stock Handling procedures, identify how procedures differ depending on merchandise ● Explain the different types of inventory systems, and the role of stock control ● Analyze the relationship between technology and inventory management
<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>	
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Communication</i> ● <i>Critical Thinking</i> ● <i>Creativity</i> 	

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessment or projects

**Windham School District
Marketing III Curriculum
Content Topic: Pricing**

Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p>Students will further develop their understanding of marketing concepts and strategies. In this unit, students will determine the factors that go into pricing products for a specific target market.</p> <p><i>Content Standards:</i></p> <p>MBA Research: Marketing Core</p> <ul style="list-style-type: none"> ● Pricing: Standard: Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value <p>NBEA: Marketing</p> <ul style="list-style-type: none"> ● The Marketing Mix: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process.. ● External Factors: Analyze the influence of external factors on marketing. ● Marketing Mix: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process. 	<p><i>Transfer</i></p> <p><i>Students will be able to execute the daily operations of a business through the hands-on approach of running Jaguar Junction, the WHS School Store.</i></p>		
	<p><i>Meaning</i></p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand:</i></p> <ul style="list-style-type: none"> ● The factors used to price a new product or product line for a specific target market. ● The different forms of pricing ● The importance of pricing ● The goals of pricing ● How to differentiate between market share and market position ● The four market factors that affect price planning ● How government regulations affect price planning ● The three pricing policies used to establish a base price ● The two polar pricing policies used for introducing a new product ● The relationship between pricing and the product life cycle ● The pricing strategies that adjust the base price ● The steps involved in determining a price ● The use of technology in the pricing function ● How a company's profit is related to markup ● How to calculate a retail price ● How to calculate dollar and percentage markup based on cost or retail </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What factors go into pricing products for a specific target market? ● How does a business price a new product or product line? ● How do retailers calculate original markups, knowing what prices will be reduced later in the season? </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand:</i></p> <ul style="list-style-type: none"> ● The factors used to price a new product or product line for a specific target market. ● The different forms of pricing ● The importance of pricing ● The goals of pricing ● How to differentiate between market share and market position ● The four market factors that affect price planning ● How government regulations affect price planning ● The three pricing policies used to establish a base price ● The two polar pricing policies used for introducing a new product ● The relationship between pricing and the product life cycle ● The pricing strategies that adjust the base price ● The steps involved in determining a price ● The use of technology in the pricing function ● How a company's profit is related to markup ● How to calculate a retail price ● How to calculate dollar and percentage markup based on cost or retail 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What factors go into pricing products for a specific target market? ● How does a business price a new product or product line? ● How do retailers calculate original markups, knowing what prices will be reduced later in the season?
<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand:</i></p> <ul style="list-style-type: none"> ● The factors used to price a new product or product line for a specific target market. ● The different forms of pricing ● The importance of pricing ● The goals of pricing ● How to differentiate between market share and market position ● The four market factors that affect price planning ● How government regulations affect price planning ● The three pricing policies used to establish a base price ● The two polar pricing policies used for introducing a new product ● The relationship between pricing and the product life cycle ● The pricing strategies that adjust the base price ● The steps involved in determining a price ● The use of technology in the pricing function ● How a company's profit is related to markup ● How to calculate a retail price ● How to calculate dollar and percentage markup based on cost or retail 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What factors go into pricing products for a specific target market? ● How does a business price a new product or product line? ● How do retailers calculate original markups, knowing what prices will be reduced later in the season? 		

	<ul style="list-style-type: none"> ● How to calculate maintained markup in percentages and dollars ● The general procedure for figuring discounts and net prices ● How to calculate discounts in dollars and percentages ● Net amount 	
<i>Acquisition</i>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Price ● Market factors affecting prices ● Legal and Ethical Considerations for Pricing ● Basic Price Concepts ● Price Policies and Product Life Cycle ● Adjusting the Base Price ● Pricing Strategies ● Pricing Process and related Technology ● Profit and Markup ● Calculations for Lowering Prices ● Discounts; employee, vendor and potential pitfalls 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Evaluate the price, and the relationship of product value ● Explain the goals of Pricing ● Determine market factors affecting prices; cost and expenses, supply and demand, consumer perception, competition ● Analyze legal and ethical concerns related to pricing; price fixing, price discrimination, unit pricing, resale price maintenance, unfair trade practices, price advertising and price ethnics ● Demonstrate basic pricing concepts ● Explain pricing policies and influence on the product life cycle ● Differentiate between different pricing strategies, and identify discounts and allowances to improve sales and customer relationships ● Determine the pricing process, and the influence of technology determining prices ● Calculate profit and markup, demonstrating calculations for lowering prices ● Analyze different types of discounts available, explain potential pitfalls of discount pricing

<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> • <i>Communication</i> • <i>Critical Thinking</i> • <i>Creativity</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

**Windham School District
Marketing III Curriculum
Content Topic: Unit 4 - Strategic Management**

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will further develop their understanding of marketing concepts and strategies. In this unit, students will examine the tools, techniques, and systems that affect a business's ability to plan, control, and organize.</p> <p><i>Content Standards:</i> <i>MBA Research: Strategic Management</i></p> <ul style="list-style-type: none"> Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department <p><i>NBEA: Marketing</i></p> <ul style="list-style-type: none"> Consumers and Their Behavior: Analyze the characteristics, motivations, and behaviors of consumers. External Factors: Analyze the influence of external factors on marketing. The Marketing Mix: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process. <p>NBEA: Management</p> <ul style="list-style-type: none"> Management Functions: Analyze the management functions and their implementation and integration within the business environment. 	<i>Transfer</i>	
	<p><i>Students will be able to execute the daily operations of a business through the hands-on approach of running Jaguar Junction, the WHS School Store.</i></p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand:</i></p> <ul style="list-style-type: none"> Strategic planning is an important process of envisioning the future, making decisions accordingly, and that short term planning is part of the long term futuring process. To be successful in a new business, an entrepreneur must perform management functions, establish a positive working climate, and maintain an entrepreneurial perspective. To manage successfully and excel in leadership situations, you must establish a management style and draw on a specific set of skills. Businesses need to get the best possible products or materials for the price. Making smart spending decisions can result in better values for customers and larger profits for the business. An Entrepreneur's main profit stems from the sale of inventory. He or she needs to keep careful control over this valuable asset. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Why are futuring and strategic management important skills? Why are trend and history analysis important parts of the futuring process?
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <i>Vendors</i> <i>Orders</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <i>Applying decision making skills at a business level</i> 	

	<ul style="list-style-type: none"> ● Invoice ● Packing Slip ● Price Strategies ● Markup ● Product Display ● Ethics ● Employee Training ● Employee Evaluations ● Government Regulations ● Food & Nutritional Guidelines ● Business Operations ● Daily Operations ● Procedures 	<ul style="list-style-type: none"> ● Determine how to obtain the best possible product at the best price ● Demonstrate and explain the importance of product presentation, displays, and establishment appearance ● Analyze business needs to improve business operations
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> ● Communication ● Critical Thinking ● Creativity

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District Personal Finance Curriculum

Note: The half credit for this class can be applied as a math credit or as a general credit.

Unit Name	What(content,vocab)	How(skills)	Why(enduring understandings)
Career Management	<ul style="list-style-type: none"> ● Personality profile ● Investigation of careers often associated with the results of exploration ● Self-Assessment Inventory ● Career Search and Analysis 	<ul style="list-style-type: none"> ● Set personal short term, intermediate, and long term goals related to career planning. ● Identify job trends, career outlook and career forecasts ● Complete a job analysis, listing positive and negative features of potential career choices ● Effectively use job search resources to explore diverse job opportunities. 	<ul style="list-style-type: none"> ● The more education and training you have, the greater your potential earning power will be. ● Effective strategies for obtaining employment include gaining experience, using career information sources, and identifying job opportunities.
Money Management	<ul style="list-style-type: none"> ● Pay, benefits, and work conditions ● Withholding for taxes, benefits, savings, and retirement ● Tax forms: W-2, 1040 ● Banking Accounts: use, benefits, comparison of available accounts and services ● Create a Budget; Personal Financial Plan 	<ul style="list-style-type: none"> ● Evaluate an employee benefit package ● Develop an understanding of the federal personal tax system ● Demonstrate a plan for spending and saving based on personal and family goals and values. ● Develop a system for keeping and using financial records. ● Describe banking services available. ● 	<ul style="list-style-type: none"> ● Benefits can be as important as salary when selecting a job. ● Saving regularly helps to provide money for short- term and long- term needs and goals ● There are required and voluntary deductions that affect your take-home pay

Credit Management	<ul style="list-style-type: none"> ● Credit: Types of Credit ● Credit Records/Reports ● Consumer Laws 	<ul style="list-style-type: none"> ● Describe responsibilities related to obtaining and managing personal credit ● Demonstrate ability to compare loan costs ● Analyze consumer credit laws, and how they pertain to credit 	<ul style="list-style-type: none"> ● Building and maintaining a good credit rating is essential to your use of credit now and in the future ● Understanding the advantages and disadvantages of the different consumer credit types to meet financial goals ● Consumer credit laws are designed to protect your rights as a consumer
Insurance Management	<ul style="list-style-type: none"> ● Property and Liability Insurance ● Health Insurance ● Disability Insurance ● Life Insurance 	<ul style="list-style-type: none"> ● Identify the indicators for insurance needs ● Explain the concept of insurance ● Discuss common types of health insurance coverage and types of plans 	<ul style="list-style-type: none"> ● Many types of insurance are important to protect from financial loss.
Investment Management	<ul style="list-style-type: none"> ● Investment opportunities ● Risks and returns ● Financial Goals ● Sources of investment information 	<ul style="list-style-type: none"> ● Describe and investigate savings, certificates of deposit, stocks ● Create a Personal Investment Portfolio ● Analyze investment strategies and options. 	<ul style="list-style-type: none"> ● Investment planning and the development of financial goals are necessary to foster financial well being

Windham School District
Personal Finance Curriculum
Content Topic: Career Management

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Personal Finance introduces students to the relevance of mathematics to everyday living. In this unit, students will create career goals</p> <p>Content Standards: National Business Education Association Personal Finance</p> <ul style="list-style-type: none"> ● Personal Decision Making <p>Achievement Standard: Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.</p> <ul style="list-style-type: none"> ● Earning and Reporting Income <p>Achievement Standard: Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.</p> <ul style="list-style-type: none"> ● Saving and Investing <p>Achievement Standard: Evaluate savings and investment options to meet short- and long-term goals.</p>	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to make informed personal financial decisions.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The more education and training you have, the greater your potential earning power will be. ● Effective strategies for obtaining employment include gaining experience, using career information sources, and identifying job opportunities. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How can a career plan be used to develop personal income potential?
	<i>Acquisition</i>	
<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Set personal short term, intermediate, and long term goals related to career planning. ● Identify job trends, career outlook and career forecasts ● Complete a job analysis, listing positive and negative features of potential career choices ● Effectively use job search resources to explore diverse job opportunities. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Completing self assessment inventory. ● Recognize how personal goals relate to career planning. ● Discussing how goals (short, intermediate, long) can ensure career aspirations. ● Discussing career and job trends, and describe sources of job information. ● Completing a job analysis, identify positive and negative features of potential career choices. 	
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> ● <i>Communication</i> ● <i>Critical Thinking</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District
Personal Finance Curriculum
Content Topic: Money Management

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Personal Finance introduces students to the relevance of mathematics to everyday living. In this unit, students will calculate gross and net pay and complete a tax form.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● Personal Decision Making: Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers. ● Earning and Reporting Income: Identify various forms of income and analyze factors that affect income as a part of the career decision-making process. ● Banking and Financial Institutions: Evaluate the services provided by financial deposit institutions to transfer funds. 	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to make informed personal financial decisions.</i></p>	
	<i>Meaning</i>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Benefits can be as important as salary when selecting a job. ● Saving regularly helps to provide money for short- term and long- term needs and goals ● There are required and voluntary deductions that affect your take-home pay </td> <td style="width: 50%;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What is involved in calculating my pay? ● What is the purpose of taxes? ● How well do financial institutions fill my needs? </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Benefits can be as important as salary when selecting a job. ● Saving regularly helps to provide money for short- term and long- term needs and goals ● There are required and voluntary deductions that affect your take-home pay
<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Benefits can be as important as salary when selecting a job. ● Saving regularly helps to provide money for short- term and long- term needs and goals ● There are required and voluntary deductions that affect your take-home pay 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What is involved in calculating my pay? ● What is the purpose of taxes? ● How well do financial institutions fill my needs? 	
<i>Acquisition</i>		
<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Evaluate an employee benefit package ● Develop an understanding of the federal personal tax system ● Demonstrate a plan for spending and saving based on personal and family goals and values. ● Develop a system for keeping and using financial records. ● Describe banking services available. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Calculating gross and net pay, ● Understanding employee benefits ● Withholding for taxes, benefits, savings, and retirement ● Tax forms: W-2, 1040 ● Banking Accounts: use, benefits, comparison of available accounts and services ● Creating a Budget; Personal Financial Plan 	
<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>	
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Communication</i> ● <i>Critical Thinking</i> 	

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

**Windham School District
Personal Finance Curriculum
Content Topic: Credit Management**

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Personal Finance introduces students to the relevance of mathematics to everyday living. In this unit, students will understand the impact of debt and your credit score on your future borrowing.</p> <p><i>Content Standards: National Business Education Association Personal Finance</i></p> <ul style="list-style-type: none"> • Using Credit <p>Achievement Standard: Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.</p>	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to make informed personal financial decisions.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Building and maintaining a good credit rating is essential to your use of credit now and in the future • Understanding the advantages and disadvantages of the different consumer credit types to meet financial goals • Consumer credit laws are designed to protect your rights as a consumer 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • <i>What is credit</i> • <i>What is the cost of credit?</i> • <i>How can credit be managed responsibly?</i> • <i>What laws have been passed to protect me with regards to credit?</i>
	<i>Acquisition</i>	
	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> • Describe responsibilities related to obtaining and managing personal credit • Demonstrate ability to compare loan costs • Analyze consumer credit laws, and how they pertain to credit 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Types of credit • Credit records/reports have an impact on their ability to obtain credit • Consumer laws to protect them
<i>Used in Content Area Standards</i>		
<i>not applicable</i>	<i>21st Century Skills</i>	
	<ul style="list-style-type: none"> • <i>Communication</i> • <i>Critical Thinking</i> 	

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

**Windham School District
Personal Finance Curriculum
Content Topic: Insurance Management**

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Personal Finance introduces students to the relevance of mathematics to everyday living. In this unit, students will be able to differentiate the types of risk.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● Protecting Against Risk: Analyze choices available to consumers for protection against risk and financial loss. 	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to make informed personal financial decisions.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Many types of Insurance are important to protect from financial loss. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Students will understand evaluate and compare insurance products ● How do I choose the insurance that is right for me? ● How does risk affect me?
	<i>Acquisition</i>	
<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Identify the indicators for insurance needs ● Explain the concept of insurance ● Discuss common types of health insurance coverage and types of plans 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Types of Property and Liability Insurance products ● types of Health Insurance products ● Types of Disability Insurance products ● Types of Life Insurance products 	
<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>	
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Communication</i> ● <i>Critical Thinking</i> 	

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

**Windham School District
Personal Finance Curriculum
Content Topic: Investment Management**

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Personal Finance introduces students to the relevance of mathematics to everyday living. In this unit, students will create a financial portfolio through an online stock market game.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> • Saving and Investing <p>Achievement Standard: Evaluate savings and investment options to meet short- and long-term goals.</p>	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to make informed personal financial decisions.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Investment planning and the development of financial goals are necessary to foster financial well being 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How should consumers implement a diversified investment strategy that is compatible with personal goals? • How can 10 years make a difference in your savings goal? • What financial services are available? • What are the benefits and risks of each type of investment?
	<i>Acquisition</i>	
<p><i>Students will know how to ...</i></p> <ul style="list-style-type: none"> • Describe and investigate savings, certificates of deposit, stocks • Create a Personal Investment Portfolio • Analyze investment strategies and options. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying a diversified investment strategy. • Understand features, types of stock. • Risk versus return for investments. 	
<i>Used in Content Area Standards</i>		
<i>not applicable</i>		
<i>21st Century Skills</i>		
<ul style="list-style-type: none"> • <i>Communication</i> • <i>Critical Thinking</i> 		

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District Sports & Entertainment Marketing Curriculum

Unit Name	What(content,vocab)	How(skills)	Why(enduring understandings)
Introduction to Sports Marketing	<ul style="list-style-type: none"> ● Sports Marketing ● Marketing Concept ● Marketing Mix ● Target Market ● Channel of Distribution ● GDP ● Competition ● Copyright ● Amateur Athlete ● NCAA ● Professional Athlete ● Title IX ● Extreme Sports ● Sports Consumer 	<ul style="list-style-type: none"> ● Define marketing ● Explain the marketing concept ● Explain the the marketing mix ● Identify intellectual property rights. ● Explain the economic impact of Sports Marketing. ● Determine the impact of sports and sports history on today’s markets. ● Explain how sports marketers use tools to sell their products. ● Explain risks and risk management of sports events. ● Define Sports Marketing ● Identify the different categories of Sports ● Differentiate between amateur sports and professional sports ● Discuss the significance of International Sports ● Explain the significance of Women’s sports. ● Recognize the components of the sport product and the sport industry ● Recognize the factors that demand a different approach to the marketing of sports ● Understand the distinctions among the five P’s of sports marketing: product, price, place, promotion, public relations ● Recognize the differences among socialization, involvement, and commitment for sports consumers ● To understand the decision process for sports consumers 	<ul style="list-style-type: none"> ● Sports industry relies on effective marketing strategies. ● Sports industry is an integral part of the culture in the United States. ● The economic impact of hosting a professional sports team in a particular geographic location. ● Recognize the differences among socialization, involvement, and commitment for sports consumers.
Sports Marketing Mix	<ul style="list-style-type: none"> ● Sports Consumer ● Sports Segmentation ● Sports Products ● Tangible Products 	<ul style="list-style-type: none"> ● Define the sports consumer ● Explain Market Segmentation ● Identify Sports products 	<ul style="list-style-type: none"> ● The sports industry relies heavily on brand identity.

	<ul style="list-style-type: none"> ● Intangible Products ● Product Line ● Product Mix ● Opportunity Cost ● Infrastructure ● Sports Franchise ● Grassroots Marketing ● Product Item ● Consumer Goods ● Business Goods ● Point of Difference ● Commercialization ● Repositioning ● Direct Channel ● Direct Marketing ● Indirect Channel ● Brand ● Brand Name ● Trademark ● Brand Equity ● Manufacturer Brand ● Co-Branding ● Intermediary Brand ● Generic Brand ● Licensing 	<ul style="list-style-type: none"> ● Explain the differences between sports goods and services ● Differentiate between the product line and product mix. ● Explain the economic impact of sports marketing. ● Differentiate between a product item and a product line. ● Classify products as consumer goods or business goods. ● Identify the stages in a product's life cycle. ● Define price and the role it plays in determining profit. ● Describe the factors that affect pricing decisions. ● Identify pricing strategies. ● Explain the concepts of branding and brand equity. ● Discuss the types of brands. ● Describe how to develop an effective brand name. ● Discuss product licensing and how licensed goods are merchandised. ● Explain the importance of sports sponsorships and endorsements. ● Discuss how companies choose sports endorsers for their products. ● To recognize the elements of the sport product that contribute to its uniqueness in the wider marketplace of goods and services ● To learn the process involved in product development as well as its relation to the concept of the product life cycle ● To understand product positioning, product image, and product branding, and their roles in successful sports marketing ● To understand the scope and importance of brand management and branding in the sport setting 	<ul style="list-style-type: none"> ● To appreciate the essential role of segmentation in the marketing process in order to match the right product offer to the correct target ● Identify how businesses in the Sports industry utilize product, price, place and promotion to create an effective marketing mix.
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		<ul style="list-style-type: none"> ● To demonstrate an understanding of how brand equity is developed in a variety of sports settings ● To identify and discuss the sources of brand associations for teams, athletes, agencies, and other sport entities 	
<p>Sports Promotion</p>	<ul style="list-style-type: none"> ● Sponsorship ● Event Marketing ● Promotional Mix ● Advertising ● Promotional Advertising ● Institutional Advertising ● Sales Promotion ● Public Relations ● Publicity ● Press Release ● Personal Selling ● Image ● Merchandising ● Licensed Product 	<ul style="list-style-type: none"> ● Explain promotion and the promotional mix in sports marketing. ● Identify the roles of advertising and sales promotion in sports marketing. ● Describe the use of technology in promotion. ● Identify the roles of public relations and personal selling in sports marketing. ● Explain the types and steps of selling. ● Identify the purpose and function of a marketing plan. ● Describe the role of merchandising in sports marketing. ● Discuss how the United States government impacts endorsements. ● Describe the role of sponsorship in Sports Marketing. ● Explain the importance of Sports product licensing. ● Explain aspects of royalties. ● Identify the role of advertising in Sports promotion. ● Compare media and non media advertisements. ● Describe how other promotional methods are used in sports marketing. ● Explain the importance of reaching diverse markets. ● To illustrate the relationship between sport property and the corporate partner ● To demonstrate the importance of fit and use of exclusivity between the sponsor and property ● To develop a comprehension of the motivations and rationale for the use of sponsorships by corporations and sport entities 	<ul style="list-style-type: none"> ● Promotion and its importance in sport through a historical context and to consider how that context has evolved because of the importance of media and sponsorship relationships ● Recognize the key characteristics of effective promotional campaigns aimed at expanding existing consumer bases and at increasing frequency of consumption

		<ul style="list-style-type: none">● To convey the importance of activation to engage the target market while simultaneously bringing the brand to life● To recognize the complexity of promotion with respect to the various forms it can assume as part of the marketing mix● To understand promotion and its importance in sport through a historical context and to consider how that context has evolved because of the importance of media and sponsorship relationships● To identify and differentiate between the integral elements of promotion and the advantages and limitations of each● Recognize the key characteristics of effective promotional campaigns aimed at expanding existing consumer bases and at increasing frequency of consumption	
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Windham School District
Sports & Entertainment Marketing Curriculum
Content Topic: Introduction to Sports Marketing

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will learn marketing concepts and how they are applied to sports and entertainment marketing. In this unit, students will be introduced to sports and entertainment marketing and understand how marketing is used within industry.</p> <p><i>Content Standards:</i> MBA Research: Marketing</p> <ul style="list-style-type: none"> ● Marketing: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives ● Market Planning: Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience <p>NBEA: Marketing</p> <ul style="list-style-type: none"> ● Foundations of Marketing: Recognize the customer nature of marketing and analyze the impact of marketing activities on the individual, business, and society. ● Marketing Mix: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process. 	<i>Transfer</i>	
	<i>Students will be able to explain the market forces that create the need for marketing strategies in the sports and entertainment industries.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Sports industry relies on effective marketing strategies. ● Sports industry is an integral part of the culture in the United States. ● The economic impact of hosting a professional sports team in a particular geographic location. ● The differences among socialization, involvement, and commitment for sports consumers 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How are the elements of the Marketing Mix applied to the Sports Industry? ● How does the Sports Industry identify its Target Market?
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Sports Marketing ● Marketing Concept ● Marketing Mix ● Target Market ● Channel of Distribution ● GDP ● Competition ● Copyright ● Amateur Athlete ● NCAA ● Professional Athlete 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Define marketing ● Explain the marketing concept ● Explain the the marketing mix ● Identify intellectual property rights. ● Explain the economic impact of Sports Marketing. ● Determine the impact of sports and sports history on today's markets. ● Explain how sports marketers use tools to sell their products. 	

	<ul style="list-style-type: none"> • Title IX • Extreme Sports • Sports Consumer 	<ul style="list-style-type: none"> • Explain risks and risk management of sports events. • Define Sports Marketing • Identify the different categories of Sports • Differentiate between amateur sports and professional sports • Discuss the significance of International Sports • Explain the significance of Women's sports. • Recognize the components of the sport product and the sport industry • Recognize the factors that demand a different approach to the marketing of sports • Understand the distinctions among the five P's of sports marketing: product, price, place, promotion, public relations • Recognize the differences among socialization, involvement, and commitment for sports consumers • To understand the decision process for sports consumers
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> • <i>Knowledge Constructor</i> • <i>Creative Communicator</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District
Sports & Entertainment Marketing Curriculum
Content Topic: Sports Marketing Mix

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will learn marketing concepts and how they are applied to sports and entertainment marketing. In this unit, students will identify how product, price, place and promotion is differentiated when planning Sports Marketing.</p> <p><i>Content Standards:</i></p> <p>MBA Research: Marketing Core</p> <ul style="list-style-type: none"> ● Marketing: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives ● Market Planning: Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience <p>NBEA: Marketing</p> <ul style="list-style-type: none"> ● Marketing Mix: Analyze the elements of the marketing mix, their interrelationships, and how they are used in the marketing process. 	<i>Transfer</i>	
	<i>Students will be able to explain the market forces that create the need for marketing strategies in the sports and entertainment industries.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The sports industry relies heavily on brand identity. ● To appreciate the essential role of segmentation in the marketing process in order to match the right product offer to the correct target ● Identify how businesses in the Sports industry utilize product, price, place and promotion to create an effective marketing mix. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What are the necessary steps in planning a new product for the sports & entertainment industry? ● Why are athletes and celebrities used to influence brand loyalty in the industry? ● How does branding influence your buying decisions in the sports & entertainment industry? ● How and why are product endorsements utilized in the fields of sports and entertainment?
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Sports Consumer ● Sports Segmentation ● Sports Products ● Tangible Products ● Intangible Products ● Product Line ● Product Mix ● Opportunity Cost ● Infrastructure ● Sports Franchise 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Define the sports consumer ● Explain Market Segmentation ● Identify Sports products ● Explain the differences between sports goods and services ● Differentiate between the product line and product mix. ● Explain the economic impact of sports marketing. 	

	<ul style="list-style-type: none"> ● Grassroots Marketing ● Product Item ● Consumer Goods ● Business Goods ● Point of Difference ● Commercialization ● Repositioning ● Direct Channel ● Direct Marketing ● Indirect Channel ● Brand ● Brand Name ● Trademark ● Brand Equity ● Manufacturer Brand ● Co-Branding ● Intermediary Brand ● Generic Brand ● Licensing 	<ul style="list-style-type: none"> ● Differentiate between a product item and a product line. ● Classify products as consumer goods or business goods. ● Identify the stages in a product's life cycle. ● Define price and the role it plays in determining profit. ● Describe the factors that affect pricing decisions. ● Identify pricing strategies. ● Explain the concepts of branding and brand equity. ● Discuss the types of brands. ● Describe how to develop an effective brand name. ● Discuss product licensing and how licensed goods are merchandised. ● Explain the importance of sports sponsorships and endorsements. ● Discuss how companies choose sports endorsers for their products. ● To recognize the elements of the sport product that contribute to its uniqueness in the wider marketplace of goods and services ● To learn the process involved in product development as well as its relation to the concept of the product life cycle ● To understand product positioning, product image, and product branding, and their roles in successful sports marketing ● To understand the scope and importance of brand management and branding in the sport setting
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		<ul style="list-style-type: none"> • To demonstrate an understanding of how brand equity is developed in a variety of sports settings • To identify and discuss the sources of brand associations for teams, athletes, agencies, and other sport entities
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> • <i>Computational Thinker</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District
Sports & Entertainment Marketing Curriculum
Content Topic: Sports Promotion

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will learn marketing concepts, and how they are applied to sports and entertainment marketing. In this unit, students will identify the elements of effective marketing campaigns and strategies to reach new target markets while maintaining existing customer loyalty.</p> <p><i>Content Standards:</i> MBA Research: Marketing Core</p> <ul style="list-style-type: none"> ● Consumers: Analyze the characteristics, motivations, and behaviors of consumers. ● Marketing Plan: Describe the elements, design, and purposes of a marketing plan. <p>NBEA: Marketing</p> <ul style="list-style-type: none"> ● Marketing: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives ● Promotion: Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome 	<i>Transfer</i>	
	<i>Students will be able to explain the market forces that create the need for marketing strategies in the sports and entertainment industries.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Promotion and its importance in sport through a historical context and to consider how that context has evolved because of the importance of media and sponsorship relationships ● Recognize the key characteristics of effective promotional campaigns aimed at expanding existing consumer bases and at increasing frequency of consumption 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do sports and entertainment marketers use marketing strategies to entice consumer purchases?
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Sponsorship ● Event Marketing ● Promotional Mix ● Advertising ● Promotional Advertising ● Institutional Advertising ● Sales Promotion ● Public Relations ● Publicity ● Press Release ● Personal Selling ● Image ● Merchandising 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Explain promotion and the promotional mix in sports marketing. ● Identify the roles of advertising and sales promotion in sports marketing. ● Describe the use of technology in promotion. ● Identify the roles of public relations and personal selling in sports marketing. ● Explain the types and steps of selling. ● Identify the purpose and function of a marketing plan. ● Describe the role of merchandising in sports marketing. 	

	<ul style="list-style-type: none"> ● Licensed Products 	<ul style="list-style-type: none"> ● Discuss how the United States government impacts endorsements. ● Describe the role of sponsorship in Sports Marketing. ● Explain the importance of Sports product licensing. ● Explain aspects of royalties. ● Identify the role of advertising in Sports promotion. ● Compare media and non media advertisements. ● Describe how other promotional methods are used in sports marketing. ● Explain the importance of reaching diverse markets. ● To illustrate the relationship between sport property and the corporate partner ● To demonstrate the importance of fit and use of exclusivity between the sponsor and property ● To develop a comprehension of the motivations and rationale for the use of sponsorships by corporations and sport entities ● To convey the importance of activation to engage the target market while simultaneously bringing the brand to life ● To recognize the complexity of promotion with respect to the various forms it can assume as part of the marketing mix ● To understand promotion and its importance in sport through a historical context and to consider how that context has evolved because of the importance of media and sponsorship relationships
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		<ul style="list-style-type: none"> • To identify and differentiate between the integral elements of promotion and the advantages and limitations of each • Recognize the key characteristics of effective promotional campaigns aimed at expanding existing consumer bases and at increasing frequency of consumption
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> • <i>Communication</i> • <i>Critical Thinker</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District Global Business Curriculum

Unit Name	What(content,vocab)	How(skills)	Why(enduring understandings)
Introduction to Globalization	<ul style="list-style-type: none"> ● Globalization ● Globalization of Markets ● Globalization of Production ● Factors of Production ● General Agreement on Tariffs and Trade ● World Trade Organization ● International Monetary Fund ● World Bank ● United Nations ● Group of Twenty ● International Trade ● Foreign Direct Investment ● Moore's Law ● Stock of Foreign Direct Investment ● Multinational Enterprise (MNE) ● International Business 	<ul style="list-style-type: none"> ● Understand what is meant by the term globalization ● Recognize the main drivers of globalization ● Describe the changing nature of the global economy ● Explain the main arguments in the debate over the impact of globalization ● Understand how the process of globalization is creating opportunities and challenges for management practice 	<ul style="list-style-type: none"> ● Determine the causes of globalization ● Understand the role of importing, exporting and trade relations ● Explain how a country's economic systems affect its economic decisions ● Discuss the benefits and drawbacks for companies to expand their business to the global market.
National Differences	<ul style="list-style-type: none"> ● Political Economy ● Political System ● Collectivism ● Socialist ● Communist ● Social Democrats ● Privatization ● Individualism ● Democracy ● Totalitarianism ● Representative Democracy ● Communist Totalitarianism ● Theocratic Totalitarianism 	<ul style="list-style-type: none"> ● Understand how the political system of countries differ ● Understand how the economic systems of countries differ ● Understand how the legal systems of countries differ ● Explain the implications for management practice of national differences in political economy ● Explain what determines the level of economic development of a nation ● Describe how transition economies are moving toward market-based systems 	<ul style="list-style-type: none"> ● Identify the business and economic implications of different cultures ● Understand the ethical issues faced by international businesses ● Develop an understanding of diverse cultures ● Examine cultural influences on global business ● Examine strategies for developing effective international product offerings

	<ul style="list-style-type: none"> ● Tribal Totalitarianism ● Right Wing Totalitarianism ● Market Economy ● Command Economy ● Legal System ● Common Law ● Civil Law System ● Theocratic Law System ● Contract ● Contract Law ● United Nations Convention on Contracts for the International Sale of Goods ● Property Rights ● Private Action ● Public Action ● Foreign Corrupt Practices Act (FCPA) ● Intellectual property ● Gross National Income (GNI) ● Purchasing Power Parity (PPP) ● Human Development Index (HDI) ● Innovation ● Entrepreneurs ● Deregulation ● First-Mover Advantages ● Late-Mover Disadvantages ● Political Risk ● Economic Risk ● Legal Risk ● Cross Cultural Literacy ● Culture ● Values ● Norms ● Society ● Mores 	<ul style="list-style-type: none"> ● Explain the implications for management practice of national differences in political economy ● Explain what is meant by the culture of a society ● Identify the forces that lead to social culture ● Recognize how differences in social culture influence values in business ● Demonstrate an appreciation for the economic and business implications of cultural change 	
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	<ul style="list-style-type: none"> ● Social Structure ● Class Consciousness ● Religion ● Ethical System ● Power Distance ● Individualism versus Collectivism ● Uncertainty Avoidance ● Masculinity versus Femininity ● Ethnocentrism 		
Ethical & Social Responsibility in a Global Business	<ul style="list-style-type: none"> ● Business Ethics ● Ethical Strategy ● Foreign Corrupt Practices Act ● Ethical Dilemma ● Organizational Culture ● Cultural Relativism ● Righteous Moralist ● Naive Immoralist ● Utilitarian Approach to Ethics ● Kantian Ethics ● Rights Theories ● Universal Declaration of Human Rights ● Just distribution ● Code of Ethics ● Stakeholders ● Internal Stakeholders ● External Stakeholders ● Corporate Social Responsibility (CSR) ● Sustainable Strategies 	<ul style="list-style-type: none"> ● Understand the ethical issues faced by international business ● Recognize an ethical dilemma ● identify the causes of unethical behavior by managers ● Describe the different philosophical approaches to ethics ● Explain how managers can incorporate ethical considerations into their decision making 	<ul style="list-style-type: none"> ● Explore strategies for managing ethical behavior across borders ● Discuss strategies for managing Corporate Social Responsibility across borders ● Explain how a company can be profitable while also being environmentally conscious.
Global Trade & Investment Environment	<ul style="list-style-type: none"> ● free trade ● General Agreement on Tariff and Trade (GATT) ● Tariff 	<ul style="list-style-type: none"> ● Identify the policy instruments used by governments to influence international trade flows ● Understand why governments sometimes 	<ul style="list-style-type: none"> ● Explore the government's role in Global Business

	<ul style="list-style-type: none"> ● Specific Tariff ● Ad Valorem Tariff ● Subsidy ● Import Quota ● Tariff Rate Quota ● Voluntary export Restraint (VER) ● Quota Rent ● Export Credit ● Export Ban ● Local Content Requirement (LCR) ● Administrative Trade Policies ● Dumping ● Antidumping Policies ● Countervailing Duties ● Infant Industry Argument ● Strategic Trade Policy ● Smoot-Hawley Act ● Multilateral or Bilateral Trade Agreements 	<p>intervene in international trade</p> <ul style="list-style-type: none"> ● Summarize and explain the arguments against strategic trade policy ● Describe the development of the world trading system and the current trade issue ● Explain the implications for managers of developments in the world trading system ● Recognize current trends regarding foreign direct investment (FDI) in the world economy ● explain the different theories of FDI ● Understand how political ideology shapes a government's attitudes toward FDI ● Describe the benefits and costs of FDI to home and host countries 	<ul style="list-style-type: none"> ● Understand the various forms and structures of International Business organization ● Explain the importance of International Trade Organizations in global business ● Identify the role of political forces in the developing global environment. ● Analyze type of risks inherent in international business ● Discuss the importance of exporting.
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**Windham School District
Global Business Curriculum
Content Topic: Introduction to Globalization**

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will examine elements of the global marketplace. In this unit, students will learn about the role of importing, exporting and the impact of trade relationships and identify how globalization creates opportunities and challenges for international business.</p> <p><i>Content Standards:</i> NBEA: International Business</p> <ul style="list-style-type: none"> ● Foundations of International Business: Explain the role of international business; analyze how it impacts business at all levels, including the local, state, national, and international levels. ● The Global Business Environment: Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the global business environment. 	<i>Transfer</i>	
	<p><i>Students will evaluate fundamentals and principles of management related to global opportunities.</i></p>	
	<i>Meaning</i>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p>ENDURING UNDERSTANDINGS <i>Students will understand:</i></p> <ul style="list-style-type: none"> ● The causes of globalization ● The role of importing, exporting and trade relations ● How a country’s economic systems affect its economic decisions </td> <td style="width: 50%;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What is International Business? ● Why do companies frequently expand their business operations to the global markets? ● What are the benefits and drawbacks of doing business with other countries? ● How do the environmental factors of a nation impact its economic decisions? </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS <i>Students will understand:</i></p> <ul style="list-style-type: none"> ● The causes of globalization ● The role of importing, exporting and trade relations ● How a country’s economic systems affect its economic decisions
<p>ENDURING UNDERSTANDINGS <i>Students will understand:</i></p> <ul style="list-style-type: none"> ● The causes of globalization ● The role of importing, exporting and trade relations ● How a country’s economic systems affect its economic decisions 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What is International Business? ● Why do companies frequently expand their business operations to the global markets? ● What are the benefits and drawbacks of doing business with other countries? ● How do the environmental factors of a nation impact its economic decisions? 	
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Globalization ● Globalization of Markets ● Globalization of Production ● Factors of Production ● General Agreement on Tariffs and Trade ● World Trade Organization ● International Monetary Fund ● World Bank ● United Nations ● Group of Twenty ● International Trade ● Foreign Direct Investment ● Moore’s Law ● Stock of Foreign Direct Investment ● Multinational Enterprise (MNE) ● International Business 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Understand what is meant by the term globalization ● Recognize the main drivers of globalization ● Describe the changing nature of the global economy ● Explain the main arguments in the debate over the impact of globalization ● Understand how the process of globalization is creating opportunities and challenges for management practice 	

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>Communication</i> ● <i>Critical Thinking</i> ● <i>Collaboration</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

**Windham School District
Global Business Curriculum
Content Topic: National Differences**

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will examine elements of the global marketplace. In this unit, students will determine how different customs, cultures, traditions, legal systems and economics systems work together to create the global economy.</p> <p><i>Content Standards:</i> NBEA: International Business</p> <ul style="list-style-type: none"> ● The Global Business Environment ● Achievement Standard: Describe the interrelatedness of the social, cultural, political, legal, and economic factors that shape and impact the global business environment. ● International Business Communication ● Achievement Standard: Apply communication strategies necessary and appropriate for effective and profitable international business relations. 	<i>Transfer</i>	
	<i>Students will evaluate fundamentals and principles of management related to global opportunities.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand:</i></p> <ul style="list-style-type: none"> ● The term globalization ● The main drivers of globalization ● The changing nature of the global economy ● The main arguments in the debate over the impact of globalization ● How the process of globalization is creating opportunities and challenges for management practice 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do cultural influences affect the global environment? ● How do businesses communicate effectively across culture? ● How do domestic businesses develop and distribute products that satisfy the needs of international customers?
<i>Acquisition</i>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Political Economy ● Political System ● Collectivism ● Socialist ● Communist ● Social Democrats ● Privatization ● Individualism ● Democracy ● Totalitarianism ● Representative Democracy ● Communist Totalitarianism 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Understand how the political system of countries differ ● Understand how the economic systems of countries differ ● Understand how the legal systems of countries differ ● Explain the implications for management practice of national differences in political economy ● Explain what determines the level of economic development of a nation ● Describe how transition economies are moving toward market-based systems 	

	<ul style="list-style-type: none"> ● Theocratic Totalitarianism ● Tribal Totalitarianism ● Right Wing Totalitarianism ● Market Economy ● Command Economy ● Legal System ● Common Law ● Civil Law System ● Theocratic Law System ● Contract ● Contract Law ● Property Rights ● Private Action ● Public Action ● Foreign Corrupt Practices Act (FCPA) ● Intellectual property ● Gross National Income (GNI) ● Purchasing Power Parity (PPP) ● HUmAn Development Index (HDI) ● Innovation ● Entrepreneurs ● Deregulation ● Political Risk ● Economic Risk ● Legal Risk ● Cross Cultural Literacy ● Culture ● Values ● Norms ● Society ● Mores ● Social Structure ● Caste System ● Class System ● Class Consciousness ● Religion ● Ethical System 	<ul style="list-style-type: none"> ● Explain the implications for management practice of national differences in political economy ● Explain what is meant by the culture of a society ● Identify the forces that lead to social culture ● Recognize how differences in social culture influence values in business ● Demonstrate an appreciation for the economic and business implications of cultural change
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	<ul style="list-style-type: none"> ● Power Distance ● Individualism versus Collectivism ● Uncertainty Avoidance ● Masculinity versus Femininity ● Ethnocentrism 	
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> ● <i>Communication</i> ● <i>Collaboration</i> ● <i>Critical Thinking</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District Global Business Curriculum

Content Topic: Ethical & Social Responsibility in a Global Business

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will be able to analyze ethical issues related to international business. Determine the role of Corporate Social Responsibility and strategies for managing and improving public relations on an international level.</p> <p><i>Content Standards:</i></p> <p>NBEA: International Business</p> <ul style="list-style-type: none"> ● Global Business Ethics and Social Responsibility: Describe the factors that define what is considered ethical and socially responsible business behavior in a global business environment ● Organizational Structures for International Business Activities: Identify forms of business ownership and entrepreneurial opportunities available in international business. 	<i>Transfer</i>	
	<i>Students will evaluate fundamentals and principles of management related to global opportunities.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand:</i></p> <ul style="list-style-type: none"> ● Strategies for managing ethical behavior across borders ● Strategies for managing Corporate Social Responsibility across borders 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Is there a benefit to a company of being socially responsible? ● What are the consequences of unethical behavior? ● Can a business be profitable and environmentally conscious?
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Business Ethics ● Ethical Strategy ● Foreign Corrupt Practices Act ● Ethical Dilemma ● Organizational Culture ● Cultural Relativism ● Righteous Moralist ● Naive Immoralist ● Utilitarian Approach to Ethics ● Kantian Ethics ● Rights Theories ● Universal Declaration of Human Rights ● Just distribution ● Code of Ethics 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Understand the ethical issues faced by international business ● Recognize an ethical dilemma ● identify the causes of unethical behavior by managers ● Describe the different philosophical approaches to ethics ● Explain how managers can incorporate ethical considerations into their decision making 	

	<ul style="list-style-type: none"> ● Stakeholders ● Internal Stakeholders ● External Stakeholders ● Corporate Social Responsibility (CSR) ● Sustainable Strategies 	
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> ● <i>Communication</i> ● <i>Collaboration</i> ● <i>Critical Thinking</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

**Windham School District
Global Business Curriculum
Content Topic: Global Trade & Investment Environment**

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><i>Students learn about the government's role in global business. Examine the various political forces in the global environment.</i></p> <p><i>Content Standards:</i> NBEA: International Business</p> <ul style="list-style-type: none"> ● International Trade: Relate balance of trade concepts to the import/export process. ● International Management: Analyze special challenges in operations, human resources, and strategic management in international business. 	<i>Transfer</i>	
	<i>Students will evaluate fundamentals and principles of management related to global opportunities.</i>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand:</i></p> <ul style="list-style-type: none"> ● The government's role in Global Business ● Various forms and structures of International Business organization ● The importance of International Trade Organizations in global business ● The role of political forces in the developing global environment. ● Type of risks inherent in international business 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How do governments encourage and /or discourage global business? ● What is the importance of exporting? ● Does International Law impact International Business operations?
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Free trade ● General Agreement on Tariff and Trade (GATT) ● Tariff ● Subsidy ● Import Quota ● Tariff Rate Quota ● Voluntary Export Restraint (VER) ● Quota Rent ● Export Credit ● Export Ban ● Local Content Requirement (LCR) ● Administrative Trade Policies 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Identify the policy instruments used by governments to influence international trade flows ● Understand why governments sometimes intervene in international trade ● Summarize and explain the arguments against strategic trade policy ● Describe the development of the world trading system and the current trade issue ● Explain the implications for managers of developments in the world trading system ● Recognize current trends regarding foreign direct investment (FDI) in the world economy 	

	<ul style="list-style-type: none"> ● Dumping ● Antidumping Policies ● Countervailing Duties ● Infant Industry Argument ● Strategic Trade Policy ● Smoot-Hawley Act ● Multilateral or Bilateral Trade Agreements 	<ul style="list-style-type: none"> ● explain the different theories of FDI ● Understand how political ideology shapes a government's attitudes toward FDI ● Describe the benefits and costs of FDI to home and host countries
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> ● <i>Communication</i> ● <i>Collaboration</i> ● <i>Critical Thinking</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Written assessments or projects

Windham School District Life Skills Business Curriculum

In conjunction with the Special Services Life Skills department, the business department has developed a Life Skills Business Curriculum. This co-taught class provides an opportunity for students in the Life Skills program to learn valuable work skills. Jaguar Junction, the WHS school store, is used as a focal point for this class. This course is an individualized program where each student is assigned tasks based on their interests and abilities. All students will learn the skills necessary to be ready for work including proper attire, being on time, and following procedures. They will also increase their knowledge of money matters. Other skills, such as customer service, product creation, and inventory procedures will be taught on an individual basis.