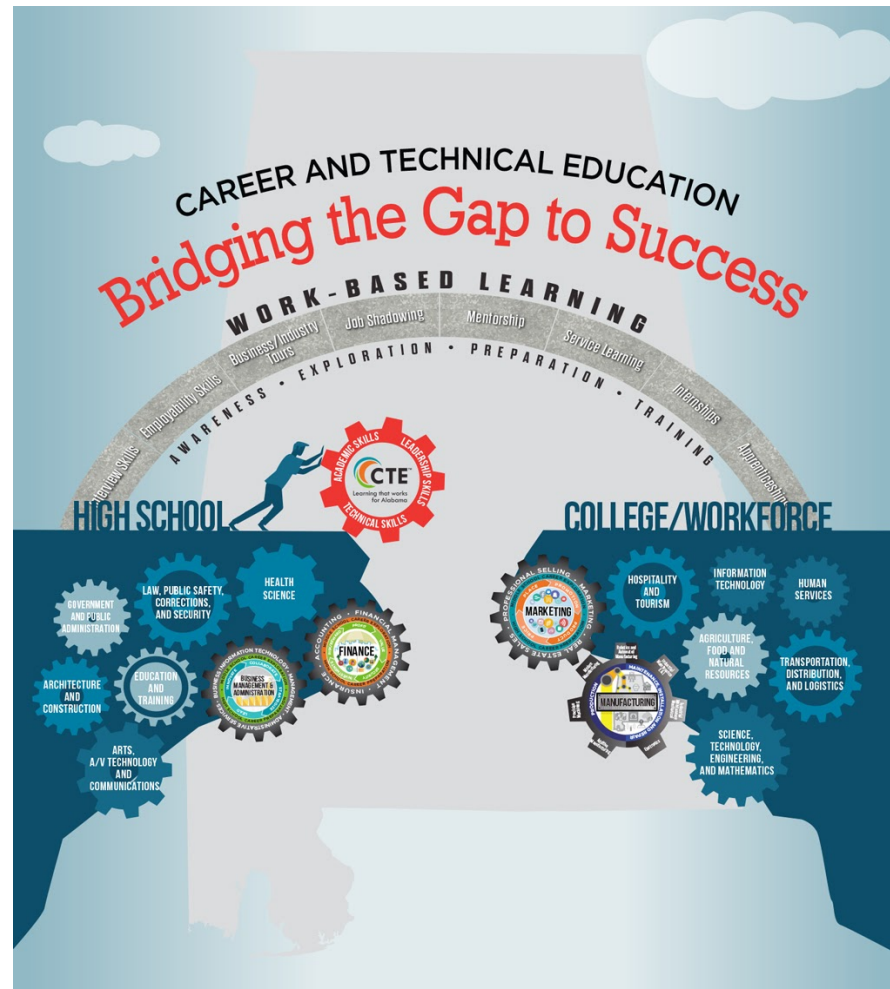


# Alabama Course of Study Career and Technical Education



2021

Eric G. Mackey, State Superintendent of Education  
Alabama State Department of Education



For information regarding the  
*Alabama Course of Study: Career and Technical Education*  
and other materials, contact:

Alabama State Department of Education  
Instructional Services Section  
3345 Gordon Persons Building  
Montgomery, Alabama

P.O. Box 302101  
Montgomery, AL 36130-2101

(334) 694-4768

©2021

Alabama State Department of Education

Eric G. Mackey, State Superintendent of Education

---

The Alabama State Board of Education and the Alabama State Department of Education do not discriminate on the basis of race, color, disability, sex, religion, national origin, or age in their programs, activities, or employment and provide equal access to the Boy Scouts and other designated youth groups. The following person is responsible for handling inquiries regarding the non-discrimination policies: Title IX Coordinator, Alabama State Department of Education, P.O. Box 302101, Montgomery, AL 36130-2101, telephone (334) 694-4717.

# Alabama Course of Study: Finance



**Eric G. Mackey**  
**State Superintendent of Education**

**STATE SUPERINTENDENT OF EDUCATION'S  
MESSAGE**

Dear Alabama Educator:

The 2021 *Alabama Course of Study: Career and Technical Education, Finance* presents standards designed to prepare students for the career and technical demands of the future, both in the workplace and in postsecondary educational settings.

This document contains a set of challenging standards designed to promote students' engagement and career interests in business and finance fields. I encourage each system to use the document in developing local curriculum guides that determine how its students will achieve and even exceed these standards.

The 2021 *Alabama Course of Study: Career and Technical Education, Finance* was developed by educators and business and community leaders to provide a foundation for building quality finance education programs across the state. Implementing the content of this document through appropriate instruction will promote students' exploration and enhance their preparation for further study and careers in a variety of business and finance fields.

**Eric G. Mackey**  
State Superintendent of Education

**MEMBERS  
of the  
ALABAMA STATE BOARD OF EDUCATION**

**Governor Kay Ivey**  
*President of the State Board of Education*

District

- I. Jackie Zeigler**  
*Vice President*
- II. Tracie West**
- III. Stephanie Bell**
- IV. Yvette Richardson, EdD**  
*President Pro Tem*
- V. Tonya S. Chestnut, EdD**
- VI. Cynthia McCarty, PhD**
- VII. Belinda McRae**
- VIII. Wayne Reynolds, EdD**

**State Superintendent**  
**Eric G. Mackey**  
*Secretary and Executive Officer*

# Alabama Course of Study Finance

## Table of Contents

<b>PREFACE</b> .....	vii
<b>ACKNOWLEDGMENTS</b> .....	viii
<b>GENERAL INTRODUCTION</b> .....	1
<b>CONCEPTUAL FRAMEWORK</b> .....	2
<b>POSITION STATEMENTS</b> .....	4
<b>DIRECTIONS FOR INTERPRETING STANDARDS</b> .....	9
<b>CLUSTER OVERVIEW</b> .....	11
 <b>FINANCE MINIMUM REQUIRED CONTENT</b>	
 <b>MIDDLE SCHOOL COURSES</b>	
BUSINESS SKILLS DEVELOPMENT.....	12
CAREER EXPLORATIONS.....	16
DIGITAL MEDIA SKILLS DEVELOPMENT.....	19
DIGITAL TECHNOLOGY.....	22
ENTREPRENEURSHIP AND FINANCIAL SKILLS DEVELOPMENT.....	25
EXPLORING BUSINESS MANAGEMENT AND ADMINISTRATION, FINANCE, AND MARKETING CLUSTERS.....	29
INTRODUCTION TO BUSINESS MANAGEMENT AND ADMINISTRATION, FINANCE, AND MARKETING CAREER CLUSTERS.....	33
INTRODUCTION TO PROGRAMMING.....	38

**HIGH SCHOOL COURSES**

ACCOUNTING..... 42

ADVANCED ACCOUNTING..... 46

BUSINESS COMMUNICATIONS..... 49

BUSINESS FINANCE..... 54

BUSINESS SOFTWARE APPLICATIONS I..... 58

CAREER PATHWAY PROJECT IN FINANCE..... 63

CLAIMS AND UNDERWRITING OPERATIONS..... 65

CTE LAB IN FINANCE..... 69

DATA ANALYTICS..... 71

ECONOMICS AND FINANCIAL SERVICES..... 75

ENTREPRENEURSHIP..... 79

FOUNDATIONS OF INSURANCE I: PROPERTY AND CASUALTY..... 84

FOUNDATIONS OF INSURANCE II: LIFE AND HEALTH..... 88

FUNDAMENTALS OF FINANCIAL MANAGEMENT..... 91

GLOBAL FINANCIAL MARKETS..... 95

PERSONAL FINANCE..... 100

RISK MANAGEMENT AND COMMERCIAL INSURANCE..... 109

**BIBLIOGRAPHY.....112**

# **Alabama Course of Study**

## **Finance**

### **PREFACE**

The 2021 *Alabama Course of Study: Career and Technical Education, Finance* provides the framework for Grades 6-12 business and finance programs in Alabama’s public schools. Content standards in this document are minimum and required (*Code of Alabama*, 1975, §16-35-4). They are fundamental and specific, but not exhaustive. Finance education courses are organized by pathways, which are aligned with national standards. When developing local curriculum, school systems may include additional content standards to reflect local needs and philosophies. Systems are encouraged to add implementation guidelines, resources, and activities based upon the content standards in the Finance Course of Study.

The 2020-2021 Alabama Career and Technical Education Course of Study Committee and Task Force conducted extensive research during the development of the Finance Course of Study, analyzing career and technical education standards and curricula from other states, previous versions of Alabama’s career and technical education courses of study, and national standards. The Committee and Task Force also reviewed information from professional journals and Internet sites, listened to and read comments from interested individuals and industry groups throughout the state, considered suggestions from independent reviewers, sought input from advisory councils, and thoroughly discussed each issue and standard among themselves. The Committee and Task Force reached consensus and developed what members believe to be the best Finance Course of Study for students in Alabama’s public schools.

# Alabama Course of Study Finance

## ACKNOWLEDGMENTS

This document was developed by the Finance Committee and Task Force of the 2020-2021 Alabama Career and Technical Education Course of Study Committee and Task Force, composed of middle school, high school, and college educators appointed by the Alabama State Board of Education and business and professional persons appointed by the Governor (*Code of Alabama, 1975, §16-35-1*). The Committee and Task Force began work in February 2020 and submitted the document to the Alabama State Board of Education for adoption at the March 2021 meeting.

### Finance Course of Study Committee and Task Force

**Chair: Ann West, MS**, Superintendent, Marion County Schools

**Janet G. Cavender, MS**, Teacher, Priceville High School, Morgan County Schools

**LaToya R. Pugh, MS**, Teacher, Mae C. Jemison High School, Huntsville City Schools

**Tammy Stevens, EdS**, Special Education Services, Monroe County Schools

**Linda A. Terry, MS**, Teacher, Fayetteville High School, Talladega County Schools

**Amy L. Willingham, MS**, Teacher, Muscle Shoals Career Academy, Muscle Shoals City Schools

Appreciation is extended to **Lanette Fargason**, Business Teacher, Auburn City Schools; **Julie Kornegay**, Senior Outreach Manager, Federal Reserve Bank of Atlanta, Birmingham Branch; **Buffy O. Murphy**, Vice President and Regional CRA Specialist, BancorpSouth Bank, **Rob Austin**, Insurance Agent, Alfa Insurance; and **Tasha Sheehan, MEd**, Director of CISR High School Programs, The National Alliance for Insurance Education and Research, who served as content reviewers of this document.



State Department of Education personnel who managed the development process were:

**Eric G. Mackey, EdD**, State Superintendent of Education  
**Daniel Boyd, PhD**, Deputy State Superintendent  
**Elisabeth Davis, EdD**, Assistant State Superintendent, Office of Student Learning  
**Jimmy Hull, EdD**, Assistant State Superintendent, Career and Technical Education  
**Sean J. Stevens, MEd**, Program Coordinator, Instructional Services  
**Cathy Jones, MS**, Executive Secretary, State Courses of Study Committees, Instructional Services  
**Craig Collins**, Education Administrator, Career and Technical Education  
**Dawn Morrison**, Education Administrator, Career and Technical Education  
**Jennifer Burt**, Education Administrator, Career and Technical Education  
**Demekia Maddox**, Administrative Support Assistant, Career and Technical Education  
**Catherine Wilbourne, MEd**, Editor, Courses of Study  
**Carol Sprayberry, MEd, NBCT**, Consultant, Courses of Study

The State Department of Education specialists who assisted the Task Force in developing the document were:

**Niketa Dean, MS**, Education Specialist, Career and Technical Education, Finance and Information Technology  
**Hailey Ridgeway, MA**, Education Specialist, Educational Technology Section  
**Julie Crockett, MS**, Education Specialist, Career and Technical Education, Marketing  
**Willietta Conner, EdD**, Education Specialist, Career and Technical Education  
**Susan Goldthwaite, MS**, Education Administrator, Special Education Services  
**Pamela Ivey, MS**, Education Specialist, Special Education Services  
**Lisa Weeks, MEd**, Education Specialist, Career and Technical Education, Business Management and Administration  
**Charles V. Creel**, Graphic Arts Specialist, Communication Section

# Alabama Course of Study

## Finance

### GENERAL INTRODUCTION

Alabama’s Career and Technical Education programs empower students with the workplace-readiness skills necessary for success in the twenty-first century. As a result, students are productive citizens who are prepared with the necessary knowledge and skills for postsecondary education and employment. Career and Technical Education provides opportunities for students to combine core academic content with rigorous and relevant technical knowledge and skills.

The *Alabama Course of Study: Career and Technical Education* is intended for all students in Grades 6-12. Alabama’s Career and Technical Education programs promote students’ career awareness through engaging career exploration and development activities. Career and Technical Education programs focus on providing students with the knowledge and skills that reinforce attainment of academic core content through hands-on experiential learning. These programs are organized into the sixteen national career clusters identified by the United States Department of Education, which arrange instruction into groups of similar occupations. Within the national career clusters, separate course content standards have been developed for more than fifty career pathways.

Alabama’s Career and Technical Education programs are designed to keep abreast of the rapid changes in business and industry and be responsive to current and future workforce demands. Rigor in each course of study is derived from core academic content and industry-specific knowledge and skills required for students to achieve, maintain, and advance in employment in a particular career pathway. The level of academic and workplace rigor determines the degree to which each Alabama Career and Technical Education program prepares students for high-skill, high-wage, and in-demand careers. For each Career and Technical Education program, industry-recognized credentials of value and certifications have been established that validate the rigor of the curriculum to students, parents, and members of business and industry. In addition, articulation agreements are developed in partnership with the Alabama Community College System to allow for a seamless transition for students to further their education.

Alabama’s growing economy has created the demand for more highly-skilled workers. Alabama’s Career and Technical Education programs, through the implementation of each career cluster’s course of study, equip students with the employability skills and technical knowledge necessary to meet current and future workforce demands by preparing them for lifelong learning.

# Alabama Course of Study Finance

## CONCEPTUAL FRAMEWORK



# Alabama Course of Study

## Finance

### CONCEPTUAL FRAMEWORK

The conceptual framework pictured is a graphic representation of the Finance Cluster. The outer ring of the gear encompasses each of the three pathways in the cluster: Accounting, Financial Management, and Insurance.

The orange inner ring of the gear introduces middle school students to a career exploration level and guides them toward high school career preparation in the Finance pathway.

The innermost green ring represents the five principles of Finance: profit, value, security, investments, and risk and reward. These five principles provide the foundation for all finance concepts.

The background images in the center of the gear represent the concepts taught in the Finance Cluster. The large umbrella symbolizes the protection provided by insurance, financial knowledge, and assets, with the cityscape showing how finance encompasses all aspects of the financial structure of the world. The upward arrows depict the ever-changing advancement of finance and its impact on the global marketplace. Several icons represent different types of currency including cryptocurrency, the currency of the future. Other icons are a bank, used for both personal and business finance; a globe, symbolizing the globalization of our society; a calculator, representing accounting procedures; and a graph, highlighting the importance of statistical data. Finance is an essential part of Career and Technical Education, as this graphic demonstrates, because of the importance of finance in our personal and professional lives.

# **POSITION STATEMENTS**

## **FINANCE**

The Finance program of Career and Technical Education focuses on accounting, financial management, and insurance. Certain fundamental understandings which undergird the Finance program must be embraced by schools and school districts in order to provide students with the best possible experiences in the classroom and in the field. These position statements summarize the requirements for an effective Finance program.

### **Classroom and Laboratory Environment**

The effective Finance classroom should be a safe environment, fully equipped with current and emerging technologies, supplies, and materials needed for instruction, where students can increase their skills. As in other pathways in Career and Technical Education, Finance instruction cannot be confined within the four walls of a traditional classroom. Students and teachers should have access to laboratory environments on campus and in the community where students can experience practical, real-world circumstances in the Finance field.

### **Technology, Equipment, and Facilities**

Classroom technology must be readily available, efficiently maintained, and routinely upgraded according to a regular schedule. Students and teachers utilize equipment to conduct a variety of classroom instruction and learning activities. Using up-to-date technology enhances the learning environment and prepares students for future career opportunities. In addition, students should have ready access to other classroom supplies and materials (such as textbooks, reference materials, and software) in classroom libraries, research areas, and materials centers to support instruction and credentialing. Sufficient funds must be allocated to provide and maintain the technology and materials necessary for a superior career and technical education program.

### **Safety**

The safety of students and instructors is a prime consideration in every learning environment. Creating and implementing a written safety plan is an essential part of designing, carrying out, and evaluating each career and technical education program. An effective plan may include federal, state, local, school, and program guidelines. Care must be taken to ensure that students are in safe environments both on and off campus. Students are

required to pass safety tests with one hundred percent accuracy. Safety includes not only physical and emotional well-being but also digital and online security.

## **Professional Development**

Because both technology and instructional methods continue to evolve, it is essential for teachers to participate in professional development and technical training opportunities to stay abreast of innovations pertaining to their content area and the workplaces in which their students will be employed. Teachers who continually expand their pedagogical knowledge and skills are able to adjust the learning environment to reflect current and emerging trends in teaching methods and to address their students' varied learning styles. Regular program assessment by students, administrators, business and industry personnel, and the educators themselves guides professional development, which in turn enhances the instructional program.

## **Administrative Support**

Full support from district and local administrators is essential in providing the necessary components of a Finance program. Administrators should recruit highly qualified teachers who possess appropriate credentials and secure funding for professional development activities and industry certification for those teachers. Administrators must also provide time for professional development and for planning for the integration of academic content areas into the Finance Cluster. Administrators should actively promote the Finance program within the school and in the community.

## **Instructional Model**

The Finance Course of Study is designed to address the challenges of a changing, technological, diverse, and global society in which students must apply knowledge, skills, and ideas to solve problems and make decisions. The Finance curriculum designed by each local education agency should be project-based, process-oriented, and work-based so that students can develop their abilities to collaborate, analyze, communicate, manage, and lead.

The content standards contained in this document require students to use innovative, critical-thinking skills. Teachers should utilize the course of study to identify the issue or concern addressed in a specific content standard and then use the local curriculum guide to plan appropriate learning experiences. Teachers must understand that there are differences among standards, curriculum, and resources. The Finance Content Standards delineate what students are expected to know or be able to do at the end of each course. A curriculum is a sequence of tasks, activities, and assessments that teachers enact to support students in learning the standards while drawing on a textbook or other resources when appropriate.

Academic content should be integrated into the Finance program. To achieve the solution to a given problem, students must possess an adequate foundation in reading, writing, speaking, listening, viewing, and presenting; knowledge and skills in mathematics, science, and social studies; and knowledge of current and emerging technologies.

The Finance program should also integrate workplace demands and employability skills, incorporating various instructional strategies to accommodate students' learning styles and interests. A variety of assessments should be used to evaluate individual students' interests, aptitudes, and abilities.

When individual needs have been determined for students in special populations, a support service program should be planned cooperatively by Finance instructors and other appropriate personnel, because Individual Education Programs are most effective when developed in conjunction with students' career and technical education instructors. Courses and equipment may be tailored to ensure equal access to the full range of learning experiences and skill development in the Finance program.

## **Career and Technical Student Organizations (CTSOs)**

Nationally affiliated Career and Technical Student Organizations such as DECA, Inc., and FBLA-PBL, Inc., are an integral part of classroom instruction in each career and technical education program. DECA and FBLA-PBL make a positive difference in the lives of students in the finance program by developing their potential for leadership, personal growth, and career success. The purpose of these organizations is to help students develop an understanding of all aspects of industry and technology while learning teamwork and leadership skills. The importance of CTSOs is indicated by their inclusion in the foundational standards to be taught in every Finance course. Goals of student organizations include:

- developing individual potential;
- developing effective leadership and citizenship skills through social, economic, scholastic, and civic activities;
- increasing knowledge and understanding of an ever-changing society;
- assisting in the exploration of occupational choices and the development of essential workplace skills;
- participating in career development events; and
- serving the school and community through community service projects.

## **Business-Industry-School Relationships**

The very nature of Finance requires a close relationship between the school and the business community. Some aspects of this relationship are specified by state and federal laws and regulations, while others are determined by the desires, interests, and willingness of school personnel and business leaders in the local community. The relationship between schools and businesses can be immensely beneficial to all parties involved.

## **Student Work Experience**

As students begin to plan careers, they must have opportunities to visit, tour, and work at local industries and businesses. Real-world experiences such as cooperative education, internships, apprenticeships, and job shadowing contribute to the work-based, service-based, and project-based learning that enhances classroom instruction. An additional benefit comes from continual feedback from students and supervisors, who evaluate the program to facilitate changes that satisfy industry needs.

## **Advisory Councils and Partnerships**

In accordance with Alabama State Department of Education guidelines, each Career and Technical Education program has an advisory council that will provide opportunities to establish partnerships that will provide professional, real-world input regarding equipment needs, curriculum emphases, technical updates, and problem-solving. This link to business and industry may also provide external support by supplying equipment, resource materials, or qualified speakers. Community partners may provide program sponsors, judges for student career development events, financial support, scholarships, field trip sites, and other program needs.

## **Community Involvement and Service**

There are many ways for Finance students and teachers to become involved with community service projects, providing benefits for students and their communities. Local organizations such as civic clubs, professional educational groups, youth organizations, and community adult education programs are valuable resources for Finance programs. Open houses, tours, and presentations allow families and other interested citizens to become more informed about Finance and more involved in the education environment.



## **Postsecondary and Higher Education Credit**

Postsecondary and higher education articulation is a significant element in a student's career cluster. Secondary and postsecondary instructors must communicate on a regular basis to ensure a smooth transition for students and to ensure students are aware of articulation opportunities. Articulation may occur through program alignment with postsecondary programs, early college enrollment, or dual enrollment programs.

Students benefit in a variety of ways when cooperation exists between secondary and postsecondary institutions. One of the benefits is the earning of postsecondary credit in conjunction with work completed while the student is still in secondary school. Postsecondary teachers offer additional benefits by serving as guest speakers, donating equipment, sharing expertise through professional development activities, and addressing other needs appropriate for the school community.

Dual Enrollment for Dual Credit is an enrichment opportunity allowing eligible high school students to earn high school and college credits for courses taken through an Alabama Community College System (ACCS) institution or an Alabama college or university while still enrolled in high school. Articulated credit is awarded when a student enrolls and satisfactorily completes work in a postsecondary institution that has an articulation agreement with that student's participating school.

# DIRECTIONS FOR INTERPRETING STANDARDS

The 2021 *Alabama Course of Study: Finance* is organized around the following elements: foundational standards, topics, and content standards.

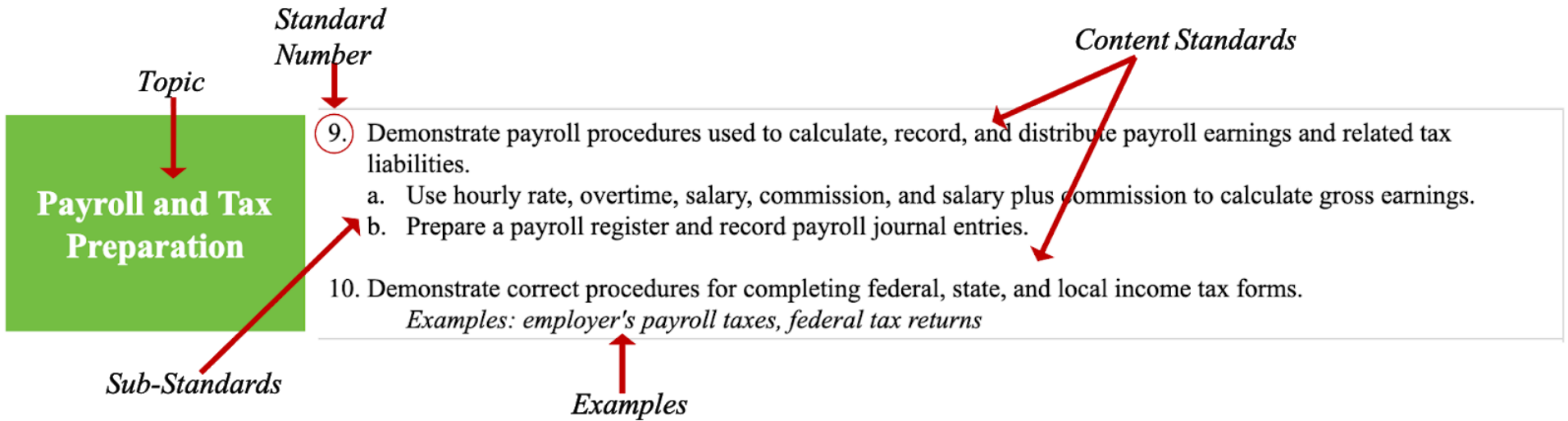
**Foundational standards** are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership and take advantage of the opportunities afforded by Career and Technical Student Organizations, and learn and practice essential digital skills.

Related content standards are grouped under **Topics**. Standards from different topics may be closely related. In the example below, the topic is “Payroll and Tax Preparation.”

**Content Standards** contain the minimum required content and define what students should know or be able to do at the conclusion of a course. Some have **sub-standards**, indicated with a, b, c, d..., which are extensions of the content standards and are also required. Some standards are followed by italicized **examples**, which represent options that might prove useful in instruction of the standard. Examples are not intended to be exhaustive lists and are not required to be taught. When “including” appears in standards, it should be construed as “including but not limited to.” The items listed must be taught; others may also be included in instruction.

Local education agencies (LEAs) may add standards to meet local needs and incorporate local resources. Each content standard completes the stem “*Students will...*”

The course of study does not dictate curriculum, teaching methods, or sequence; the order in which standards are listed within a course or grade is not intended to convey the order for instruction. Each local education agency should create its own curriculum and pacing guide based on the Course of Study. Even though one topic may be listed before another, the first topic does not have to be taught before the second. A teacher may choose to teach the second topic before the first, to teach both at the same time to highlight connections, or to select a different topic that leads to students reaching the standards for both topics.



# CLUSTER OVERVIEW

## FINANCE

In the Finance Cluster, students choose one of three pathways—Accounting, Financial Management, or Insurance. Courses include specific content standards that delineate what students should know and be able to do at the end of each course. It is recommended that students complete one of the four foundational courses (Business Communications, Business Software Applications I, Personal Finance, or Career Preparedness) before entering a specific pathway within the Finance Cluster. This cluster offers opportunities for middle and junior high school students to benefit from the study of finance as early as sixth grade.

The Finance Cluster prepares learners for many careers in the financial market sector such as bank teller, financial advisor, or insurance sales representative. Through coursework in this career cluster, students learn how to plan, organize, and manage personal finances; organize and evaluate financial records; and navigate the financial world as consumers and as professionals in various fields.

Students in Grades 9-12 possess varying levels of maturity as well as an array of learning styles. Students gain knowledge and skills through an active, structured, and stimulating classroom environment which is enhanced by actual, work-based learning experiences such as on-site visits and job shadowing. Finance classrooms are structured to provide a safe and appropriate setting where students can learn and practice skills that enable them to make wise financial decisions in their personal lives and to advise others in making well-informed financial choices. Students from diverse family structures and varying social and economic backgrounds benefit from finance courses, as these provide various methodologies that can be used to make choices that lead to financial stability.

Students in the Finance program affiliate with DECA and/or FBLA-PBL as the co-curricular Career and Technical Student Organizations (CTSOs). These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. DECA and FBLA-PBL provide numerous avenues for students to develop business competencies and leadership skills. Teachers are encouraged to adapt and make use of appropriate DECA and FBLA-PBL resources. The importance of CTSOs is indicated by their inclusion in the foundational standards to be taught in every Finance course.

Course of Study standards represent the minimum required content and are not intended to be the course curriculum. LEAs and local schools should use these standards to create a curriculum that utilizes available resources to meet the specific needs and interests of the local community. All Career and Technical Education courses emphasize application of knowledge and skills to solve practical problems.

# CONTENT STANDARDS: MIDDLE SCHOOL COURSES

Business Skills Development	
<b>Course Duration (to be determined by LEA)</b>	6 weeks (24 hours) OR 9 weeks (35 hours) OR 1 semester (70 hours) OR 1 year (140 hours)
<b>Grade Levels</b>	7-8
<b>Prerequisites</b>	

**Business Skills Development** focuses on development of business communication and etiquette skills, diversity awareness, and awareness of resources for career development. This course will examine professional skills needed in the workplace. Emphasis will be placed on each of the five individual soft skills (communication, enthusiasm/attitude, teamwork, networking, and problem solving/critical thinking) within a broad framework. The course encourages professionalism, which may look slightly different in various settings although its core elements are always the same.

Business Skills Development may be offered as a component of a course rotation allowing students to explore different areas of interest. All content standards must be addressed regardless of the duration of the course. The depth of the content standards will be determined by the course duration.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.

2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## **BUSINESS SKILLS DEVELOPMENT CONTENT STANDARDS**

Each content standard completes the stem “*Students will...*”

### **Career Explorations**

1. Utilize a variety of career awareness and research resources to determine career opportunities, job responsibilities, required training or education, and credentialing or license requirements for a selected career within the 16 Career Clusters.  
*Examples: the state-provided career planning system, on-line blog reports, web quests, personal interest inventories and assessments, job search queries, professional interviews, internships, apprenticeships*
2. Explore and complete self-assessments that highlight their own work values and aptitudes.
3. Develop a career plan for a specific career.

### **Business Communication**

4. Demonstrate verbal communication, written communication, business etiquette, and interpersonal skills needed in the workplace.

## Interpersonal and Professional Growth

5. Apply conflict management strategies to resolve workplace conflict.  
*Examples: role plays, active listening techniques*
6. Create business communications related to employment.  
*Examples: resume, letter of application, letter of resignation*
7. Explain the purpose of a business interview.
  - a. Demonstrate appropriate dress and behavior for an employment interview.
8. Identify and describe professional skills that are needed in the workplace.  
*Examples: core elements/overall professionalism in various settings including work ethic, netiquette, teamwork, networking, critical thinking, researching, strategizing, data analysis, problem-solving, decision-making*
9. Apply resource management skills.  
*Examples: time management, organizational skills, personnel relationships management*
10. Demonstrate organizational skills for handling important information and materials.  
*Example: ability to locate, organize, use, analyze, interpret, and communicate information*
11. Display personal qualities that contribute to effective relationships, professional growth, and career success.  
*Examples: confidence, enthusiasm, positive attitude, initiative, integrity, willingness to learn, self-discipline, responsibility, ability to work with others, flexibility, open-mindedness*
12. Compare and contrast business and personal ethics.

## Leadership

13. Gather and share information on effective leadership styles and the qualities of a good leader.
  - a. Identify the skills needed for effective leadership.
14. Demonstrate personal traits associated with teamwork and good leadership.
15. Gather and share information on parliamentary procedure and its importance in the workplace.

**Digital  
Citizenship**

16. Explain how the use of social media and other technology has the potential to damage one’s future career prospects.

**Computer  
Hardware  
and Software**

17. Demonstrate proper maintenance and techniques when using hardware and software, including file management, backing up files, having a backup plan when technology fails, and troubleshooting systems and applications.

18. Use technology systems and operations in a business environment.

a. Utilize various hardware and software to produce business-related publications.

*Examples: letters, memos, minutes, agendas, web pages, podcasts, fliers, business cards, mailing labels, advertisements*

**Personal  
and Business  
Finance**

19. Compare and contrast types of personal and business banking services.

20. Create a personal budget based upon possible future employment, including projected income and expenditures.

21. Create financial records fundamental to business.

*Examples: bank account reconciliations, payroll, taxes, invoices, purchase orders*



## Career Explorations

<b>Course Duration (to be determined by LEA)</b>	6 weeks (24 hours) OR 9 weeks (35 hours) OR 1 semester (70 hours) OR 1 year (140 hours)
<b>Grade Levels</b>	6-8
<b>Prerequisites</b>	

**Career Explorations** is designed to provide opportunities for students to explore career opportunities and become aware of the importance of basic technology, work ethics, communication skills, the value of work, leadership skills, and basic employability skills. Students will begin investigating career paths to match their interests and abilities, which builds the foundation for future course selection and postsecondary options.

Career Explorations may be offered as a component of a course rotation allowing students to explore different areas of interest. All content standards must be addressed regardless of the duration of the course. The depth of the content standards will be determined by the course duration.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

### Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## CAREER EXPLORATIONS CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Technology

1. Demonstrate basic hardware and software technology skills in using digital devices.  
*Examples: using a personal computer, managing files, using the Internet, using application programs*

### Work Ethics

2. Explain personal and societal benefits of participating in the workforce.

### Communication Skills

3. Deliver workplace presentations that utilize eye contact, clear enunciation, and visual aids during presentations to enhance and sustain listeners’ attention and interest.
  - a. Identify, select, and prepare support materials to accompany a workplace presentation, including tables, charts, and technology.
4. Utilize active listening skills to obtain, clarify, and summarize information in the workplace.
5. Summarize written materials from various career resources clearly, succinctly, and accurately.

### Employability Skills

6. Demonstrate positive work behaviors and personal qualities, including willingness to acquire new knowledge and skills, integrity in a work situation, and willingness to follow rules and procedures.
7. Describe employment skills needed for obtaining and maintaining a job.  
*Examples: punctuality, communication, attention to detail*

**Leadership**

- 8. Demonstrate interpersonal skills, including teamwork, conflict management, problem-solving, and networking.
- 9. Research and demonstrate leadership skills for creating an environment that fosters mutual trust and respect.

**Career Opportunities**

- 10. Locate resources to determine job and career opportunities related to fields covered in the Alabama Career and Technical Education Clusters.
  - a. Describe each of the Alabama Career and Technical Education Clusters.
- 11. Identify employment opportunities to match personal interests and aptitudes.
- 12. Create a personal plan of study to meet career goals and objectives and cite resources used to create the plan.

Digital Media Skills Development	
<b>Course Duration (to be determined by LEA)</b>	6 weeks (24 hours) OR 9 weeks (35 hours) OR 1 semester (70 hours) OR 1 year (140 hours)
<b>Grade Level</b>	8
<b>Prerequisites</b>	

**Digital Media Skills Development** provides a creative, hands-on environment in which students engage to develop a variety of skills involved in multimedia presentations and video editing. Students use basic computer components, multimedia components, and video editing components to communicate information through the use of technology. This course will provide opportunities to explore and demonstrate business-related skills such as teamwork and interpersonal skills while completing projects.

Digital Media Skills Development may be offered as a component of a course rotation allowing students to explore different areas of interest. All content standards must be addressed regardless of the duration of the course. The depth of the content standards will be determined by the course duration.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

<b>Foundational Standards</b>	<ol style="list-style-type: none"> <li>1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.</li> <li>2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.</li> </ol>
-------------------------------	---

3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## DIGITAL MEDIA SKILLS DEVELOPMENT CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Basic Skills

1. Demonstrate basic technology skills and proper use of basic computer components.  
*Examples: manage files; use the Internet, application programs, hardware, operating systems, software*

### Presentation Software

2. Design and create multimedia presentations using a variety of components.  
*Examples: selected theme, bulleted text, graphics, charts, graphs, video, animation, transitions*
3. Demonstrate procedures for creating, saving, retrieving, and delivering multimedia presentations.
4. Utilize software to create presentations in file formats that allow the presentations to be transported and shared with an audience.

### Communication Skills

5. Demonstrate oral presentation skills that sustain listeners’ attention and interest, including eye contact, clear enunciation, and use of visual aids.
6. Develop support materials to accompany a presentation, including tables and charts.

- 7. Apply active listening skills to obtain and clarify information.
- 8. Summarize written materials from various career sources clearly, concisely, and accurately.

**Video**

- 9. Design, create, and edit video components.  
*Examples: trim, slow, add photos*
- 10. Demonstrate procedures for combining videos, adding text, and applying 3D effects.
- 11. Utilize file formats to export or share video projects.

**Work Ethic**

- 12. Explain the personal and societal benefits of work.

<h1>Digital Technology</h1>	
<b>Course Duration (to be determined by LEA)</b>	6 weeks (24 hours) OR 9 weeks (35 hours) OR 1 semester (70 hours) OR 1 year (140 hours)
<b>Grade Levels</b>	6-8
<b>Prerequisites</b>	

**Digital Technology** is designed for students who want to master basic skills in the areas of word processing, database management, spreadsheet applications, multimedia presentations, and Internet research. Reading, mathematics, and communication skills are reinforced throughout this course.

Digital Technology may be offered as a component of a course rotation allowing students to explore different areas of interest. All content standards must be addressed regardless of the duration of the course. The depth of the content standards will be determined by the course duration.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

<h2>Foundational Standards</h2>	<ol style="list-style-type: none"> <li>1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.</li> <li>2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.</li> <li>3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.</li> </ol>
---------------------------------	---

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## DIGITAL TECHNOLOGY CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Computer Basics

1. Exhibit proper use of basic computer components, including hardware, operating systems, software, file management, network functions, hardware maintenance, and problem-solving.  
*Examples: changing printer cartridge, replenishing paper, scanning disk, defragmenting disk, clearing paper jam*
2. Describe types and purposes of computer systems.
  - a. Outline the history of computing.

### Software Application

3. Demonstrate data input techniques with speed and accuracy.  
*Examples: touch method, voice recognition*
4. Utilize word processing skills, including creating page layouts, proofreading, editing, printing, and saving.
5. Use spreadsheet software to create, save, open, edit, and print a workbook or worksheet.
  - a. Utilize formulas for problem-solving.
  - b. Create charts to interpret spreadsheet data.
6. Create a database file.  
*Examples: tables, reports, forms, queries*



	<p>7. Demonstrate procedures for creating, saving, retrieving, and delivering multimedia presentations.</p> <p>8. Demonstrate uses of the Internet in business. <i>Examples: purchasing, research and development, publicity, communication, selling</i></p>
<p><b>Career Opportunities</b></p>	<p>9. Research career and entrepreneurial opportunities, responsibilities, and educational and credentialing requirements in high-demand, entry-level information technology positions and identify opportunities for career advancement to upper-level positions in the field.</p> <p>a. Utilize research and local Workforce Development data to select one high-demand entry-level information technology position of particular interest and identify education and training needed to advance to upper-level positions in the profession.</p> <p>b. Prepare and present a slide presentation outlining progression from an entry-level information technology position to upper-level positions in the profession. <i>Examples: wages, education/training, travel, correspondence, advertisement</i></p>
<p><b>Technology</b></p>	<p>10. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>11. Analyze the impact of information technology on society. <i>Examples: mobility, time saving, cost efficiency, innovation, ease of access to information, communication</i></p>
<p><b>Ethics</b></p>	<p>12. Describe ethical considerations resulting from technological advances. <i>Examples: hacking risks, privacy concerns, restricted sites, copyright, intellectual property rights</i></p> <p>13. Describe positive, safe, legal, and ethical behavior when using technology. <i>Examples: social interactions online, networked devices, email, music, video</i></p>
<p><b>Computational Thinking</b></p>	<p>14. Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making. <i>Examples: technology trends, online search term data, shopping trends</i></p>

# Entrepreneurship and Financial Skills Development

<b>Course Duration (to be determined by LEA)</b>	6 weeks (24 hours) OR 9 weeks (35 hours) OR 1 semester (70 hours) OR 1 year (140 hours)
<b>Grade Level</b>	8
<b>Prerequisites</b>	

**Entrepreneurship and Financial Skills Development** is designed to teach students how to think and act as entrepreneurs. Standards in this course focus on skills needed to start and operate a business while in school. The course builds on academic skills by integrating inquiry-based learning and business tools that enable students to plan, create, develop, and pilot small businesses in a safe campus environment. Students who manage and operate a small business may have the opportunity to bring their products directly to the consumer via the local marketplace or present the venture to potential investors for financing. Concepts and skills are reinforced by a strong emphasis on hands-on experiences. Applications to society, individuals, and research are included.

Entrepreneurship and Financial Skills Development may be offered as a component of a course rotation allowing students to explore different areas of interest. All content standards must be addressed regardless of the duration of the course. The depth of the content standards will be determined by the course duration.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## ENTREPRENEURSHIP AND FINANCIAL SKILLS DEVELOPMENT CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Entrepreneurship

1. Research and share information on the role of entrepreneurship within the economy.
  - a. Differentiate among *entrepreneurship*, *entrepreneur*, and *intrapreneur*.
  - b. Describe the characteristics and risks of entrepreneurship.
  - c. Research and share information about entrepreneurship trends.
2. Describe how economic concepts are applied to the decision-making process in an entrepreneurial venture.
  - a. Explain the determinants of supply and demand.
  - b. Explain how a given economic environment might influence decision-making by entrepreneurs.  
*Examples: competition, market size, exchange and interest rates, unemployment rate*
  - c. Describe ethical and social responsibilities faced by entrepreneurs.
3. Identify methods to determine the wants and needs of customers.
  - a. Distinguish between businesses that produce a product and those that provide a service.
4. Describe the aspects of interpersonal relationships in organizations.
  - a. Explain factors that affect business relations.  
*Examples: communication, honesty*

**Business  
Operations**

- b. Identify ways to improve interpersonal relationships and manage conflicts.
- 5. Research and describe traits and behaviors associated with entrepreneurial success.
  - Example: Research and write a brief biography of two or more successful entrepreneurs, highlighting the personal characteristics that helped them to succeed in business.*
  - a. Gather, evaluate, and share information on the ways mentors can benefit entrepreneurs.
  - b. Gather and share information regarding agencies and government programs which encourage or support small businesses.
    - Examples: chambers of commerce, Small Business Administration*

- 6. Manage and operate an actual or simulated business.
  - a. Determine a basic marketing strategy and estimate how pricing will affect the strategy.
  - b. Complete paperwork required for a successful business.
    - Examples: invoices, receipts, payroll*
- 7. Research, develop, and present a business plan.
  - a. Identify and describe the parts of a business plan.
  - b. Explain why it is important for an entrepreneur to have a business plan.

**Financial Concepts**

- 8. Enumerate start-up costs for a new or expanding business and identify possible sources of funding.
  - Examples: savings, outside investments, loans, grants*
- 9. Explain financial concepts and tools used by entrepreneurs in making business decisions.
  - a. Identify and explain the components of common financial documents.
    - Examples: balance sheets, income statements, cash flow statements*
  - b. Explain terms and concepts associated with starting and running a business.
    - Examples: fixed costs, variable costs, break-even point, profit*
- 10. Describe financial challenges encountered by small business owners.
  - Examples: managing cash flow, budgeting, securing funding, handling unforeseen expenses, managing debt, making marketing decisions*
  - a. Describe advantages and disadvantages of various types of funding for small businesses.
    - Examples: personal loans, commercial loans, personal savings, sponsorships*

**E-commerce  
Opportunities**

11. Research and share information about ways entrepreneurs can effectively utilize the Internet.
  - a. Identify business opportunities afforded by the Internet which are not available in other venues.
  - b. Describe the advantages and disadvantages of using the Internet to do business.
  - c. Evaluate a variety of websites in terms of functionality, attractiveness, and customer usability.

# Exploring Business Management and Administration, Finance, and Marketing Clusters

<b>Course Duration (to be determined by LEA)</b>	6 weeks (24 hours) OR 9 weeks (35 hours) OR 1 semester (70 hours) OR 1 year (140 hours)
<b>Grade Levels</b>	6-7
<b>Prerequisites</b>	

**Exploring Business Management and Administration, Finance, and Marketing Clusters** is an exploratory course designed to introduce students to pathways in the Business Management and Administration, Finance, and Marketing Clusters. This course is designed to be most effective in a project-based environment. Students will explore foundational concepts, terminology, and skills needed to find and progress in a career field of their choice.

Exploring Business Management and Administration, Finance, and Marketing Clusters may be offered as a component of a course rotation allowing students to explore different areas of interest. All content standards must be addressed regardless of the duration of the course. The depth of the content standards will be determined by the course duration.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## EXPLORING BUSINESS MANAGEMENT AND ADMINISTRATION, FINANCE, AND MARKETING CLUSTERS CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

## Exploring Business Cluster Careers

1. List the Alabama career pathways in the Business Management and Administration Cluster.
  - a. Describe the Business Management and Administration Cluster and explain what someone in the field might do.
  - b. Describe one career from each pathway in the Alabama Career and Technical Education Business Management and Administration Cluster.
  - c. Research and create a visual presentation outlining the educational requirements and salaries for an entry-level, mid-level, and upper management position within the business field.

**Exploring  
Marketing Careers**

2. List the Alabama career pathways in the Marketing Cluster.
  - a. Describe the Marketing Cluster and explain what someone in the marketing field might do.
  - b. Describe one career from each pathway in the Alabama Career and Technical Education Marketing Cluster.
  - c. Research and create a visual presentation outlining the educational requirements and salaries for an entry-level, mid-level, and upper management position within the marketing field.

**Exploring Finance  
Careers**

3. List the Alabama career pathways in the Finance Cluster.
  - a. Describe the Finance Cluster and explain what someone in the finance field might do.
  - b. Describe one career from each pathway in the Alabama Career and Technical Education Finance Cluster.
  - c. Research and create a visual presentation outlining the educational requirements and salaries for an entry-level, mid-level, and upper management position within the finance field.

**Job Search**

4. Explain the process of finding and applying for jobs in business management and administration, marketing, and finance.
  - a. Explain where business management and administration, finance, or marketing jobs may be found.
  - b. List the documents needed to apply for different job and career opportunities.
  - c. Create a personal career plan which leads to meeting requirements for a mid-level position in business management and administration, marketing, or finance.

**Employability  
Skills**

5. List and describe skills needed for posted positions in business management and administration, marketing, and finance.
  - a. Discuss how a person can demonstrate soft skills needed for career success.
  - b. Describe a scenario to illustrate a strong work ethic.
  - c. Assess personal strengths and weaknesses that would impact successful employment.

**Stress and Time  
Management**

6. Discuss the relationship between time management and stress.
  - a. Determine the effects of good and poor time management and their corresponding stress levels, then develop strategies to continue or overcome the effects.
  - b. Utilize a plan to implement effective time management skills.



## Leadership

7. Explore the Career and Technical Student Organizations (CTSOs) available in Alabama relating to business management and administration, finance, and marketing and describe how they enhance the skills and knowledge needed in the business management and administration, finance, and marketing fields.
  - a. List the goals of the selected CTSOs.
  - b. Research the history of the selected CTSOs.
  - c. Describe the student leadership positions available at the local and state levels in the selected CTSOs.
  - d. Research and prepare an entry for a CTSO competitive event at the local and state levels.
  - e. Describe local, state, and national CTSO programs, events, and conferences.
  - f. Utilize research to create and present a recruitment video for the selected CTSO that describes interesting facts, benefits of membership, and leadership, educational and service opportunities available.

# Introduction to Business Management and Administration, Finance, and Marketing Career Clusters

<b>Course Duration (to be determined by LEA)</b>	6 weeks (24 hours) OR 9 weeks (35 hours) OR 1 semester (70 hours) OR 1 year (140 hours)
<b>Grade Level</b>	8
<b>Prerequisites</b>	

**Introduction to Business Management and Administration, Finance, and Marketing Career Clusters** introduces students to specializations within the three career fields. The course will emphasize knowledge and skills necessary in fundamental business activities, as well as knowledge of business processes, professional development, and entrepreneurship. Technology will be used to synthesize and share business information. Employability skills, ethics, and international business processes will be addressed.

Introduction to Business Management and Administration, Finance, and Marketing Career Clusters may be offered as a component of a course rotation allowing students to explore different areas of interest. All content standards must be addressed regardless of the duration of the course. The depth of the content standards will be determined by the course duration.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## INTRODUCTION TO BUSINESS MANAGEMENT AND ADMINISTRATION, FINANCE, AND MARKETING CLUSTERS CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Business Career Cluster

1. Relate business functions to business models, business strategies, and organizational goal achievement.
  - a. Explain why businesses and organizations exist and their roles in society, and describe types of business models.
  - b. Describe business changes that occur in response to the external environment in which businesses operate.
  - c. Describe types of business activities and the differences in implementation that occur in large and small businesses.  
*Examples: accounting, finance, human resources management, information management, marketing, operations, sales, strategic management*
  - d. Gather and share information on forces that are driving business changes.  
*Examples: globalization, consumer demand, government policies, political climate, diversity, spending trends, industry structure changes*
  - e. Identify ways organizations are adapting to today’s business environment.  
*Examples: proactive management, competitive aggression, market orientation*

### Finance Career Cluster

2. Describe the need for and role of accounting and finance, and explain how they interact with and impact other business activities or functions.  
*Examples: verifying information, guiding decisions, ensuring the financial well-being of a business*
  - a. Create, analyze and interpret financial documents.  
*Examples: budgets, income statements*
  - b. Review and summarize types of insurance needed by businesses and explain how insurance coverage can reduce financial risk.

**Marketing  
Career Cluster**

3. Describe principles of marketing, marketing functions, and the factors that influence marketing decisions.
  - a. Describe marketing's role and function in business and its contributions to overall business strategy.
  - b. Explain factors that motivate customers, clients, and businesses to buy and actions employees can take to achieve the company's desired results.
  - c. Describe connections between company actions and results.  
*Examples: influencing consumer behavior; gaining market share*
  - d. Prepare a short marketing plan for a local business to increase customer base and expand its product line.

**Entrepreneurship**

4. Gather and share information about the key factors of entrepreneurship and its importance in the economy.
  - a. Describe the impact of small businesses on local, state, and national economies.
  - b. Explain the possibilities of risks and rewards for entrepreneurs.
  - c. Engage in activities related to small business ownership.  
*Examples: marketing campaign, sales campaign, customer service, finance/accounting, human resources*

**Professional  
Development**

5. Identify and utilize steps of the career planning process to help prepare for employment in the business, finance, and marketing industries.
  - a. Gather, evaluate, and share information about selected careers in business, finance, and marketing, including necessary skills, employment opportunities, and employers' expectations.
  - b. Gather and share information on the role of professional organizations in advancing careers in business, finance, and marketing.

**Employability  
Skills**

6. Develop career awareness and employability skills needed for gaining and maintaining employment in diverse business settings.
  - a. Identify the scope of career opportunities and the requirements for education, training, certification, licensure and experience.
  - b. Develop a career plan that reflects career interests, pathways, and secondary and postsecondary options.
  - c. Develop strategies for self-promotion in the hiring process.  
*Examples: filling out job applications, resume writing, interview skills, portfolio development*
  - d. Explain the importance of work ethic, accountability, and responsibility and demonstrate associated behaviors in fulfilling personal, community, and workplace roles.

**Business Ethics  
and Law**

7. Analyze how professional, ethical, and legal behavior contributes to continuous improvement in business performance and regulatory compliance.
  - a. Analyze how regulatory compliance affects business operations and organizational performance.
  - b. Access and implement protocols and practices necessary to maintain a clean, safe, and healthy work environment.
  - c. Describe consumer rights and responsibilities, services provided by consumer protection agencies, and consumer protection laws.
  - d. Identify potential conflicts of interest between personal, organizational, and professional ethical standards.

**International  
Business**

8. Relate factors impacting international business to internal business operations, practices, and strategies.
  - a. Describe the global environment in which businesses operate and explain how the international environment impacts a business's overall global strategy.
  - b. Explain the nature of global legal systems and legal resource approaches available to resolve disputes in global markets.

*Examples: lawsuits, arbitration, collaborative law, mediation, negotiation, facilitation, avoidance*
  - c. Explain regulations governing bribery and foreign monetary payments.
  - d. Describe customs regulations and their impact on global business, trade barriers, and the government agencies that facilitate trade.
9. Explain the importance of currency exchange rates and describe how they affect international business.

# Introduction to Programming

<b>Course Duration (to be determined by LEA)</b>	6 weeks (24 hours) OR 9 weeks (35 hours) OR 1 semester (70 hours) OR 1 year (140 hours)
<b>Grade Levels</b>	7-8
<b>Prerequisites</b>	

**Introduction to Programming** provides an understanding of basic computer programming concepts and logic. Programming will be introduced through a variety of projects and object-based programming activities and applications. Business-related skills such as teamwork and interpersonal skills will be a part of this course.

Introduction to Programming may be offered as a component of a course rotation allowing students to explore different areas of interest. All content standards must be addressed regardless of the duration of the course. The depth of the content standards will be determined by the course duration.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## INTRODUCTION TO PROGRAMMING CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Programming and Development

1. Research differences and similarities among various programming languages.
2. Construct digital projects using a variety of object-based or language-based programming tools.
3. Gather information about opportunities and roles on software development teams.
4. List classifications of computerized entertainment and give examples of each type.
5. Gather and share information on end user and creative perspective of software development.
6. Demonstrate problem-solving and analytical skills while using the design process and correcting programming mistakes.

### Web Design

7. Demonstrate how websites and web browsers interact with one another on the Internet.
8. Create a business web page.



## Customer Service and Leadership

9. Demonstrate different ways in which communication can be used within the workplace.
  - a. Describe the different types of skills employees should use with customers.  
*Examples: verbal communication, body language, conflict resolution, respect*
10. Describe important aspects of large-scale software design processes and implementation.
11. Describe processes involved in global economy and supply chain implementation of software.
12. Explain the importance of audience and equity when designing a program.

## Career Opportunities

13. Gather information on career and entrepreneurial opportunities in the field of computer programming.  
*Examples: responsibilities, education, credentialing requirements*

## Computational Thinking

14. Demonstrate comprehension of programming logic.  
*Examples: conditionals, sequencing, iterations, simple loops*
15. Create an algorithm with variables using pseudocode then translate to a programming language.  
*Example: flowchart to block coding*
16. Design a function to simplify a task and explain how abstraction was used in the design process.

## Digital Culture

17. Identify methods that businesses and their employees can use to secure data online.
18. Evaluate the different modes of social engineering and determine how they affect society.  
*Examples: phishing, hoaxes, spoofing, baiting*
19. Promote positive, safe, legal, and ethical behavior online.  
*Example: Create a brochure to advocate good digital citizenship.*
20. Describe the impact of data permanence on personal and professional digital identity.
21. Analyze current events, and compare and contrast the scope, emphases, and biases of information available from digital sources across the globe.



- 22. Examine the role of censorship and bias in society and global culture.
- 23. Explain the importance of using assistive technologies to produce a product.
- 24. Contrast the positive and negative impacts of artificial intelligence in industry.

**Systems  
and Modeling**

- 25. Explain networks and specific set-ups needed for a business environment.
- 26. Determine effective cyber security methods for protecting a company.  
*Examples: password requirements, encryption, building security*
- 27. Diagram a model that represents a system inside a company.  
*Examples: supply and demand, a new business model, company organizational chart*
- 28. Create a simulation to test a model.

# CONTENT STANDARDS: HIGH SCHOOL COURSES

## Accounting

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	

**Accounting** is designed to help students understand the basic principles of the accounting cycle. Whether students aspire to be future business owners or work in finance with other companies, accounting skills are fundamental to success and applicable in many different fields. This course provides a comprehensive introduction to basic financial accounting, including analyzing and recording business transactions, preparing and interpreting financial statements, demonstrating generally-accepted accounting principles, and performing banking and payroll activities. Additionally, students receive exposure to the ethical considerations that accounting professionals must face and the standards of practice governing their work.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

### Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## ACCOUNTING CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Accounting Procedures

1. Explain the nature and scope of accounting theory.
  - a. Gather, evaluate, and share information about technology and information privacy issues regarding accounting.
  - b. Explain the purposes of accounting and identify who uses accounting data.
2. Apply basic accounting equation elements (assets, liability, and owner's equity) to accounting transactions.
  - a. Use T-accounts to illustrate effects of debits and credits on transaction accounts.
  - b. Identify account balances (debit or credit) for transaction accounts.
3. Compare and contrast the accounting cycle for a merchandising operation and a service business.
  - a. Apply each step of the accounting cycle to prepare appropriate reports for service and merchandising business transactions, using both manual and electronic methods.  
*Examples: income statement, statement of changes in owner's equity, balance sheet*
4. Apply the accounting equation in completing journal entries and financial reports for a given business.  
*Examples: posting transactions, reporting financial statements*



- 5. Analyze data provided in various accounting financial statements and describe the relationship between the information presented on each statement.
  - a. Research and share information on the impact of technology on operating procedures, accounting methods, financial statements, and ratios.
  - b. Create charts and graphs to analyze the financial condition of a given business, using technology.
- 6. Apply generally-accepted accounting principles (GAAP) to identify current and long-term assets and their impact on financial statements.

*Examples: capital expenditures, depreciation*
- 7. Use source documents, including sales invoices, receipts, cash register tapes, records of purchases, and cash payments, to post journal entries related to sales and cash receipts, purchases, and cash transactions.

*Examples: sales journal, cash receipts journal, purchases journal, cash journal*

**Ethics**

- 8. Research and select internal company accounting control procedures to avoid fraud, prevent unethical behaviors and unauthorized access to data software systems, and ensure the safeguarding of assets and compliance with industry regulations.

**Payroll and Tax Preparation**

- 9. Demonstrate payroll procedures used to calculate, record, and distribute payroll earnings and related tax liabilities.
  - a. Use hourly rate, overtime, salary, commission, and salary plus commission to calculate gross earnings.
  - b. Prepare a payroll register and record payroll journal entries.
- 10. Demonstrate correct procedures for completing federal, state, and local income tax forms.

*Examples: employer's payroll taxes, federal tax returns*


**Leadership**

- 11. Apply problem-solving and critical thinking skills to resolve workplace conflict and promote a positive atmosphere for communication, leadership, and teamwork.

**Career Opportunities**

- 12. Research educational requirements, workplace skills, and certifications required to pursue a specialized accounting career.

*Examples: financial accounting, management accounting, auditing*



13. Describe the accountant's role in business and society.

a. Explain current issues and trends that affect the accounting profession.

*Examples: accounting for complex tiered entities, non-marketable or marketable ownership interest, handling corporate mergers*

# Advanced Accounting

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	10-12
<b>Prerequisites</b>	Accounting

**Advanced Accounting** builds on the foundational knowledge students acquired in Accounting. Standards are designed for students to apply their skills and knowledge in various business situations by performing accounting activities following generally-accepted accounting principles (GAAP). Uncollectible accounts, plant assets, inventory, notes payable and receivable, prepaid and accrued expenses, and unearned and accrued revenues are analyzed, and related adjustments are calculated, and application of managerial accounting techniques are encouraged. Various forms of technology will be used to expose students to the resources and application of accounting principles. Employability skills are incorporated throughout the course standards to meet the needs of business and industry.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## ADVANCED ACCOUNTING CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Accounting Procedures

1. Apply accounting procedures for calculating, journalizing, and posting entries related to bad debt, aging receivables, and the ability to collect overdue payments.
2. Identify and demonstrate the application of generally-accepted accounting principles related to the life cycle of fixed assets.  
*Examples: recording fixed assets, calculating depreciation, book value*
3. Compare and contrast weighted cost methods used for estimating the cost of merchandise in inventory.
  - a. Estimate the cost value of merchandise inventory using both Last In, First Out (LIFO) and First In, First Out (FIFO).
4. Calculate and record interest and maturity dates for notes payable and notes receivable.
5. Demonstrate adjusting, closing, and reversing of entries for accrued revenues and expenses.
6. Demonstrate accounting procedures for paying dividends and acquiring additional capital.
7. Complete financial statements, analyze cash flow, and critique suggested budgets for a given business or enterprise.



<p><b>Ratios</b></p>	<p>8. Apply analysis ratios to evaluate solvency and earning power for a given business or enterprise.</p>
<p><b>Ethics</b></p>	<p>9. Obtain, evaluate, and share information about employing appropriate financial reporting procedures and avoiding conflicts of interest.</p> <p>10. Outline the ethical standards accountants are required to uphold.</p>
<p><b>Legal Requirements</b></p>	<p>11. Research, evaluate, and communicate legal procedures for forming and dissolving various business organizations in ways that comply with industry standards. <i>Examples: sole proprietorship, partnership, nonprofit organization</i></p>
<p><b>Cost Accounting</b></p>	<p>12. Analyze and utilize cost accounting procedures to complete transaction reports and financial statements for a merchandising business.</p> <p>13. Analyze and use cost accounting procedures to journalize entries for initial investment and for liquidation.</p>
<p><b>Vouchers</b></p>	<p>14. Describe the voucher method and how it relates to preparation and payment of accounts payable and expenses.</p>
<p><b>Current Issues and Trends</b></p>	<p>15. Gather and share information on current accounting trends and issues and use the results to analyze accounting’s impacts on society.</p> <ul style="list-style-type: none"> <li>a. Explain how accounting data can be used to analyze and predict future economic trends.</li> <li>b. Describe how accounting information is used in making business and personal decisions.</li> </ul> <p>16. Identify international organizations that establish trade regulations and standards to facilitate business among countries. <i>Examples: International Court of Justice (ICJ), International Monetary Fund (IMF), Universal Postal Union (UPU), General Agreement on Tariffs and Trade (GATT), International Code Council (ICC), the European Union (EU)</i></p>
<p><b>Career Opportunities</b></p>	<p>17. Research and share information on career and entrepreneurial opportunities, responsibilities, and educational credentialing requirements related to specialized accounting professions.</p> <ul style="list-style-type: none"> <li>a. Gather and share information on professional accounting organizations and the benefits of membership.</li> </ul>

## Business Communications

<b>Course Credit</b>	0.5 (Content standards 1-10 are required), OR 1.0 (All content standards are required)
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	

**Business Communications** focuses on how employees and management interact with each other and with groups and individuals outside the organization to reach organizational goals, objectives, and activities. This course emphasizes oral, written, and digital communication techniques, and content is designed to encourage exploration of business ethics, teamwork, conflict resolution, and leadership skills. Content standards require the use of presentation and word processing software to create business communications. Standards require proficiency in producing documents and multimedia presentations.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

### Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

- 4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
- 5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
- 6. Discuss and demonstrate ways to value diversity.

## BUSINESS COMMUNICATIONS CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### General Communication

- 1. Describe the business communication process.
  - a. Explain the differences between nonverbal and verbal communication, giving examples of each type.
  - b. Identify organizational, physical, physiological, language, cultural, psychological, and technical barriers to communication.
  - c. Demonstrate effective nonverbal communication skills.

### Oral Communication

- 2. Demonstrate effective oral communication skills.
  - a. Speak using correct pronunciation, enunciation, tone, and cadence.
  - b. Compare and contrast basic communication, interpersonal communication, organizational communication, and rhetorical communication.
  - c. Identify regional, international, and cultural differences in oral communication.
  - d. Plan and deliver an oral presentation based on individual or group research.
  - e. Identify ways in which audience and situation affect choices of style and tone.
- 3. Demonstrate proficient listening skills.
  - a. Follow oral directions by listening attentively, taking accurate notes, and asking questions.
  - b. Demonstrate business telephone techniques.
  - c. Demonstrate courtesy and respect for a speaker through attentive listening.

## Written Communication

4. Demonstrate correct usage and mechanics in English, including sentence structure, punctuation, and grammar, to communicate clearly and concisely.
  - a. Compose sentences using the correct forms of commonly misused or misspelled words.  
*Examples: accept/except, to/too/two, want/won't, their/there/they're*
5. Utilize reading strategies to read efficiently, comprehend content, and retain information.
  - a. Select and utilize reading methods for a particular situation.  
*Example: Use skim and scan techniques to preview a document, noting headings, topic sentences, vocabulary, words in bold print, titles, and questions within the text.*
  - b. Read, follow, and create detailed written directions.
  - c. Describe the purpose of a particular message, identifying propaganda and biased, literal, inferential, or factual statements.
6. Produce effective written documents.
  - a. Explain the purpose of each step of the writing process: planning, drafting, revising, editing, publishing.
  - b. Use the writing process to produce emails and letters appropriate to task, purpose, and audience.
  - c. Format business documents, including business letters, emails, and reports.
  - d. Utilize design elements to enhance written communications.  
*Examples: layout, illustrations, tables, graphs, charts*
7. Compose an effective business report.
  - a. Use research and the writing process to plan, draft, revise, edit, and publish a business report.
  - b. Identify the parts of the business report, including title page, table of contents, abstract/executive summary, body (including introduction and conclusion), references, and appendices.
  - c. Compare and contrast analytical and informational reports and their appropriate uses.

## Human Relations

8. Apply communication skills in varied professional roles.
  - a. Demonstrate steps of a conflict-resolution process.
  - b. Describe effective leadership skills.

*Examples: planning, organizing, monitoring*
  - c. Explain the stages of team development, indicating the procedures involved in each stage.

*Examples: forming, storming, norming, performing*
  - d. Explain ethics and integrity as they relate to business communication.

Digital  
Technology

9. Use technology to enhance the effectiveness of communication.
  - a. Utilize basic software applications.
  - b. Refine and enhance documents as needed using spell check, thesaurus, grammar check, layout, design, and graphics.
10. Demonstrate proficiency with word processing software to create, edit, and publish professional business documents.
  - a. Share and maintain documents by configuring options, restricting access to a document, and adding and modifying templates in an existing document.
  - b. Format content of a document by applying advanced font and paragraph attributes, creating tables and charts, constructing reusable content, and linking sections.
  - c. Track and reference documents by reviewing, comparing, and combining documents, creating a reference page, and creating an index.
11. Use digital technologies, communication and networking tools, and social networks appropriately to access, manage, integrate, evaluate, and disseminate information in professional settings.
  - a. Distinguish between personal and professional use of social media outlets.
  - b. Evaluate the effectiveness of social media for business messaging and brand awareness.
  - c. Explain how individuals interpret messages differently and how values, points of view, and media influence beliefs and behaviors.
  - d. Apply a fundamental understanding of the ethical, legal, and privacy issues surrounding the access and use of media, including what to share and what not to share.
  - e. Apply social media and digital technology etiquette when communicating with a target audience in the business environment.

12. Demonstrate proficiency with presentation software to create, edit, publish, and deliver professional business presentations.
  - a. Manage a presentation by adjusting views, manipulating presentation features, configuring quick access toolbar, and utilizing presentation file options.
  - b. Create a professional slide presentation by constructing and editing a photo album, changing slide orientation settings, adding and deleting slides, formatting slides, entering and editing text, and formatting text boxes.
  - c. Apply graphic and multimedia elements to a presentation by manipulating graphic elements, images, and/or audio and video elements.
  - d. Create charts and tables within a presentation and manipulate table and chart elements within the layout.
13. Create and present a digital portfolio of products highlighting the procedures and techniques involved in effective business communication.
14. Demonstrate communication skills needed to gain and keep employment.
  - a. Research job search strategies and sources for job placement.
  - b. Create an employment portfolio.
  - c. Describe and demonstrate the application and interview process for employment.
  - d. List the communication skills needed to maintain employment.

## Career Opportunities

# Business Finance

<b>Course Credit</b>	0.5 (Content standards 1, 4, 5, 8, 10, 13, 14, 18, 19, and 20 are required) OR 1.0 (All content standards are required)
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	

**Business Finance** is designed to provide students with an overview of business financial matters. The content focuses on the business environment, economics, accounting procedures, and developing a business plan. Students will gain knowledge of business management, accounting, and investment.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## BUSINESS FINANCE CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Financial Procedures

1. Determine needed resources and avenues for funding new business ventures or expansions.
2. Interpret inventory records to account for quantities, location, and cost of inventory for a given business.
  - a. Discuss methods of controlling inventory.  
*Examples: FIFO, LIFO, average cost method*
  - b. Calculate the cost of current inventory of a given business.
3. Perform manual and electronic financial functions for financial institutions and consumers.  
*Examples: generating financial documents, creating customer accounts*
4. Assess revenue and expenses to determine net income and net loss.
  - a. Calculate net income and net loss for given businesses.
  - b. Calculate revenue and expenses to determine net income or net loss for a given business during a specified period of time.
  - c. Calculate employee withholdings and employer payroll expenses for a given business.
5. Evaluate accounting records to determine the financial status of a business.
6. Complete balance sheets and income statements using accounting procedures.
7. Explain how a business's operating expenses affect its profit.



**Business  
Environment**

8. Compare and contrast various methods of making and receiving payments and the impact of each on a business's profit.
9. Conduct research to gather statistical data from peers within the school environment on a topic of concern and display results in bar, line, and circle graphs using spreadsheet software.  
*Examples: lunch menu options offered to students, opinions on quality of lunch items*
  - a. Create and adjust bar, line, and circle graphs to highlight specific features of a dataset.  
*Examples: survey results*
10. Describe factors that affect the business environment.
  - a. Identify external factors that may affect business environments.  
*Examples: natural disasters, pandemics, election results*
  - b. Discuss how businesses react to factors affecting their environment in both the long and short term.
  - c. Explain how unethical business practices affect current and future employees.
11. Obtain, evaluate, and share information about the global business environment.
  - a. Discuss the impact of globalization on businesses.
  - b. Explain factors driving the existence of a global business environment.
12. Analyze financial markets and explain their importance in business.
  - a. Explain the basic functions of financial markets.  
*Examples: borrowing, lending, risk sharing*
  - b. Differentiate between finance and insurance institutions.
  - c. Explain the role of government agencies and government-sponsored enterprises in regulating financial markets.  
*Examples: Small Business Administration, Federal Housing Administration, Federal National Mortgage Association*
13. Compare technologies used to perform job functions in the financial industry.  
*Examples: payroll accounting products, point of sale applications*
14. Research, evaluate, and communicate methods of managing staff growth and development to increase productivity and employee satisfaction and retention.

**Business Plan**

15. Develop and present a comprehensive business plan that could be presented to stakeholders.
16. Identify types of operating costs.
17. Distinguish between fixed and variable costs of operating a business.
18. Research and share information on the cost of starting a home-based manufacturing business, including raw materials, labor, permits, overhead, and operating expenses.  
*Examples: making hair ribbons, creating vinyl signs and stickers*
19. Calculate personnel costs of doing business.  
*Examples: recruiting, hiring, training, benefits*
20. Calculate costs of various shipping methods for receiving inventory and delivering goods to customers.

**Marketing**

21. Analyze marketing strategies utilized by financial institutions to determine their impact on current and potential customers.  
*Examples: community relations, customer service, advertising*

**Career Opportunities**

22. Identify industry-recognized credentials that may be earned in the finance industry for career opportunity and job growth.
23. Identify methods used by companies to screen prospective employees for job consideration in finance.  
*Examples: background checks, employee references, social media presence*

# Business Software Applications I

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	

**Business Software Applications I** emphasizes the skills required to create, edit, and publish industry-appropriate documents. Areas of instruction include the integration of word processing, desktop publishing, spreadsheets, database management, and presentation software as well as the use of emerging technologies. Competencies for the co-curricular student organizations, DECA and Future Business Leaders of America (FBLA-PBL), are also embedded in this course. Students will have the opportunity to gain industry-recognized credentials to document basic computer skills needed for future education or employment.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

6. Discuss and demonstrate ways to value diversity.

## BUSINESS SOFTWARE APPLICATIONS I CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Basic Computer

1. Utilize technology functions, including compressing files, converting files, importing files, exporting files, and transferring data among applications.
  - a. Compare hardware and software functions in word processing applications.
  - b. Save files in various formats including plain text and PDF in word processing applications.
  - c. Describe network computer functions including cloud-based applications.
  - d. Demonstrate electronic file management skills across local computers, networks, and the cloud.
2. Diagnose problems relating to technology systems, including network systems, hardware, and software.
  - a. Demonstrate basic computer and printer preventive maintenance.
  - b. Determine strategies to correct malfunctioning network systems, hardware, and software.

### Word Processing

3. Create, manage, and navigate through a variety of business- and industry-appropriate documents using various data input techniques in word processing applications.
 

*Examples: keyboarding, voice recognition, handwriting recognition, scanning*

  - a. Apply basic editing and formatting tools to text within a document in word processing applications.
  - b. Apply document themes and style sets in word processing applications.
  - c. Format and edit paragraphs using options in word processing applications.
  - d. Create and modify a table within a document and apply table styles.
  - e. Create and modify lists using formatting to enhance document style.
  - f. Create and manage reference markers including footnotes, endnotes, captions, and citations.
  - g. Insert graphic objects within a document and apply formatting to those graphics.
4. Produce and edit business documents using word processing technology, including business letters, research papers, and reports that include title or cover page, headings, table of contents, page numbers, headers, footers, in-text citations, footnotes, and endnotes.

## Desktop Publishing

5. Create, edit, and share documents using online word processing technologies.
6. Utilize the desktop publishing process to apply design principles to publications.
7. Import and manipulate objects, images, shapes, and text in publications.
8. Generate a variety of business publications, with and without templates, using desktop publishing software.  
*Examples: newsletters, flyers, invitations, business cards, brochures, catalogs, letterheads, informational forms, greeting cards, calendars*
9. Prepare publications for printing and sharing.

## Spreadsheets

10. Create, manage, and navigate through industry-appropriate worksheets in spreadsheet applications.
  - a. Identify, manage, and search cell data and apply text and number formatting using spreadsheet applications.
  - b. Apply and modify document style to cells and tables using spreadsheet applications.
  - c. Apply and manage view options using spreadsheet applications.  
*Examples: hide/unhide worksheets, freeze pane, split window, zoom*
  - d. Utilize formulas, functions, and fill to perform mathematical processes in spreadsheet applications, including percentages and decimals, order of operations, estimation, and prediction of patterns of data.
  - e. Identify relative and absolute cell references in spreadsheet applications.
  - f. Create and edit charts and graphs, and customize chart elements.
  - g. Examine spreadsheet data through sorting and filters.
11. Formulate and produce a variety of business applications using spreadsheet applications.  
*Examples: budgets, payroll, inventory, invoices, balance sheets, profit-loss statements, conversion of foreign currencies*

## Presentation Software

12. Create and manage industry-appropriate slideshows using presentation software.
  - a. Apply suitable design elements for professional business presentations.
  - b. Edit and customize master slide options in presentations.
  - c. Apply custom animation effects and transitions in presentations.
  - d. Insert and edit objects in presentations.
  - e. Insert hyperlinks and action buttons in presentations.
13. Create and deliver well-organized, audience-appropriate presentations for a variety of business situations.  
*Examples: informative, instructional, entertainment*

## Database Management

14. Create and manage data using basic database applications.
  - a. Explain the purpose and composition of databases and database management systems, using professional terminology to describe features and components.  
*Examples: field, record, queries, reports*
  - b. Create and edit fields within a database.
  - c. Utilize basic database functions.  
*Examples: sorting, filtering, querying, merging data*
  - d. Print and review reports within a database.
15. Create tables, forms, reports, and queries for business and personal use, utilizing database software.

## Productivity

16. Use technology to increase administrative office productivity and enhance workplace performance.
  - a. Access, process, and transmit information through various channels.  
*Examples: fax, email, teleconferencing, virtual meetings*
  - b. Perform integrated functions using various software applications.
17. Explore the business applications of digital technology on the Internet.
  - a. Use cloud computing to improve productivity by designing, saving, and uploading documents in an online account.
  - b. Use online collaboration tools.  
*Examples: calendar, document and presentation sharing*
  - c. Explore the benefits of social networking as a business tool, including professional portfolios and blogs, considering privacy settings and safety issues.
  - d. Explain the personal and business use of “apps” on digital devices.

Ethics

18. Demonstrate ways to modify documents to be more accessible to people with disabilities.  
*Examples: large print/font, use heading styles, alternative text for images, utilize Accessibility Checker, use sufficient contrast for text and background colors, add meaningful hyperlink text and screen tips*
19. Describe the importance of professional ethics and legal responsibilities in the workplace.
  - a. Evaluate and justify decisions based on ethical reasoning.
  - b. Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.
  - c. Evaluate components of acceptable use policies, codes of ethics, and their role in a business environment.

## Career Pathway Project in Finance

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	10-12
<b>Prerequisites</b>	Two or more credits from the same pathway in the Finance Career Cluster

**Career Pathway Project (CPP) in Finance** is a capstone course designed for students who have earned two or more credits from the same pathway in the Finance Career Cluster. This course allows students to utilize the knowledge and skills gained through their secondary coursework in a practical, real-world experience that showcases their learning. It provides an opportunity for a student to choose an area of interest and explore it in depth while demonstrating problem-solving, decision-making, and independent learning skills. The CPP contributes to an educational plan of challenging courses and practical experiences that prepares students for the workplace or for pursuing further education.

During the CPP, the student works with his or her coordinating teacher, academic teachers, and a product or process mentor who has expertise in the student’s field of study. At the conclusion of the CPP, the student presents or demonstrates the knowledge gained to an audience consisting of the coordinating teacher, academic teachers, the mentor, peers, and community and business representatives.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

### Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.



3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## CAREER PATHWAY PROJECT IN FINANCE CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

<b>Project Proposal</b>	1. Create a formal, narrative proposal that communicates a specific concept, creates a process, or develops a product related to Finance.
<b>Research</b>	2. Conduct independent research related to the Finance career pathway project. <i>Examples: Internet research, related readings, original research</i>
<b>Project Report</b>	3. Write a detailed report on the chosen career pathway project, following established conventions for format, grammar, and usage.
<b>Presentation</b>	4. Produce an original multimedia presentation based upon career pathway project research and results. <i>Examples: producing a digital presentation and oral explanation, creating a documentary, presenting a project model and explanation.</i>
<b>Portfolio</b>	5. Design and create a project portfolio that documents all components of the career pathway project and demonstrates the validity of the process.

# Claims and Underwriting Operations

<b>Course Credit</b>	0.5
<b>Grade Levels</b>	10-12
<b>Prerequisites</b>	Foundations of Insurance I: Property and Casualty; Foundations of Insurance II: Life and Health; Risk Management and Commercial Insurance

**Claims and Underwriting Operations** introduces students to the process of underwriting claims, sorting applications on behalf of clients who present similar levels of risk, and determining whether to accept, deny, or limit coverage for each group of applicants. Students will understand the laws and regulations of insurance operations to manage business operations and transactions in the insurance industry. Students will demonstrate an understanding of the claims process, including the role of the agent and the claims adjuster.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

<b>Foundational Standards</b>	<ol style="list-style-type: none"> <li>1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.</li> <li>2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.</li> <li>3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.</li> <li>4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.</li> </ol>
-------------------------------	---

5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## CLAIMS AND UNDERWRITING OPERATIONS CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Policy

1. Analyze the risk posed by potential clients in order to make insurance approval/denial decisions and set policy prices.
  - a. Explain insurance underwriting techniques and processes.
  - b. Explain the importance of actuarial science in the insurance industry.
  - c. Determine the best strategy to organize the underwriting process of an insurance claim based on the client’s risk profile.

### Compliance

2. Develop a compliance program to protect a company’s financial well-being.
  - a. Describe the elements of a compliance program.
  - b. Explain the functional aspects of a compliance audit.

### Contracts

3. Interpret provisions of insurance contracts.
  - a. Discuss fundamental legal principles that pertain to insurance.  
*Examples: indemnity, insurable interest, subrogation, utmost good faith*
  - b. Describe the features of insurance contracts.

### Customer Service

4. Evaluate information acquired from claimants to simulate the process of settling insurance claims.
  - a. Outline the process of conducting a database search to obtain background information on claimants and witnesses.

5. Utilize information technology tools to simulate the underwriting of an insurance policy.
  - a. Use computer smart systems to assist in the underwriting process.
  - b. Research websites to determine a potential client's risk.
6. Prepare documentation to support insurance underwriting.
  - a. Describe the components of an underwriting file.
7. Assess information provided by the client to determine insurance needs.
  - a. Demonstrate effective verbal and non-verbal communication skills when interviewing a client.
8. Interpret the sections of the declaration page on policies.

Ethics

9. Manage agency accounts to protect the insurance company's financial well-being.
  - a. Explain the legal necessity of notifying a client in writing when a policy is cancelled.
  - b. Monitor agency accounts.
10. Enumerate the steps to process a claim to fulfill the company's legal obligation to the client.
  - a. Discuss the role and purpose of conducting personal interviews with claimants for processing insurance claims.
  - b. Compare and contrast information received from interviewing witnesses, medical experts, and/or other individuals as necessary while processing the claim.
  - c. Discuss the role of the state regulatory agency in protecting consumers from unlicensed agents.
  - d. Describe the process of negotiating with a claimant to settle an insurance claim.
11. Demonstrate professional ethical behavior and meet legal responsibilities.
  - a. Analyze ethical challenges affected by factors such as cost, new and emerging technologies, and allocation of limited resources.
  - b. Discuss the nature of errors and omissions (E&O) claims made against insurance professionals.
  - c. Explain techniques used to determine insurance fraud and the ramifications of fraud findings.

**Regulatory  
Requirements**

12. Implement compliance measures to adhere to regulatory requirements.
  - a. Discuss federal and state regulations governing the insurance industry.
  - b. Discuss the role of the state regulating agency in protecting consumers from unlicensed agents.
  - c. Explain federally-mandated health insurance requirements and restrictions.  
*Examples: ERISA, COBRA, HIPAA*

**Career  
Opportunities**

13. Analyze careers in insurance to determine which roles and responsibilities best match personal interests.
  - a. Outline the process for obtaining licensure and certification in the insurance field.
  - b. Describe the services of professional organizations in insurance.
14. Acquire and share knowledge of the insurance industry to obtain a foundation for employment in insurance.
  - a. Describe the nature of the insurance industry.
  - b. Discuss the role of supervisory and regulatory bodies in the insurance industry.

## CTE Lab in Finance

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	10-12
<b>Prerequisites</b>	Two or more credits from the same pathway in the Finance Career Cluster

**CTE Lab in Finance** is designed to enhance the student’s general understanding and mastery of content in the cluster. This course is designed as a learning laboratory to support students’ individual interests and goals. This laboratory may take place in a traditional classroom, in an industry setting, or in a virtual learning environment.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

### Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## CTE LAB IN FINANCE CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Occupational Expertise

1. Demonstrate expertise in a specific occupation within the Finance Cluster.
  - a. Meet benchmarks selected by the instructor from the appropriate curriculum frameworks, based upon the individual student’s assessed needs.

### Research and Investigation

2. Conduct investigative research on a selected topic related to finance using approved research methodology, interpret findings, and prepare a presentation to defend results.
  - a. Select an investigative study referencing prior research and knowledge.
  - b. Collect, organize, and analyze data accurately and precisely.
  - c. Design procedures to test the research.
  - d. Report, display, and defend the results of investigations to audiences that may include professionals and technical experts.
3. Demonstrate higher order critical thinking and reasoning skills appropriate for a career in finance.
  - a. Use mathematical and/or scientific skills to solve problems encountered in the chosen occupation.
  - b. Locate, evaluate, and interpret information related to the chosen occupation, in both oral and written formats.
  - c. Analyze and apply data and/or measurements to solve problems and interpret documents.

### Professional Skills

4. Apply enhanced leadership and professional skills needed in a career in finance.
  - a. Develop and deliver a professional presentation offering potential solutions to a current issue.
  - b. Practice leadership and career skills in job placement, job shadowing, entrepreneurship, or internship, or by obtaining an industry-recognized credential of value.
  - c. Participate in leadership development opportunities available through DECA, FBLA-PBL, and/or professional organizations in the finance field.
  - d. Demonstrate written and oral communication skills through presentations, public speaking, live or virtual interviews, and/or an employment portfolio.

# Data Analytics

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	10-12
<b>Prerequisites</b>	

**Data Analytics** is a specialized course designed to introduce statistics and the application of statistics to business decision-making. It covers the design and development of financial applications using the tools available in statistical analysis software to analyze and convert data into useful information. It focuses on utilizing software applications and appropriate methods to collect data and provide clients with the information needed to reach valid conclusions, resulting in sound business decisions.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.



6. Discuss and demonstrate ways to value diversity.

## DATA ANALYTICS CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Analyzing Data

1. Summarize and evaluate how statistics are used in business areas.  
*Examples: accounting, economics, finance, management, marketing*
  - a. List the advantages of using statistics to make financial business decisions.
  - b. Describe the most efficient technology tools used in the management of finance.  
*Examples: spreadsheet software, instant financial statement generator*
  - c. Explain the variation of data using range, sample variance, sample standard deviation, coefficient of the variation, and Z score.
  - d. Demonstrate and explain the measure of shape of the data set using skewness, symmetry, and kurtosis.  
*Example: Use charts and graphs to explain the importance of visualization to communicate with clients.*
2. Use functions and formulas available in statistical analysis software to process and analyze data.
  - a. Discuss strategies for selecting appropriate technology tools to solve problems.
3. Use a problem-solving model to analyze data, formulate a plan or strategy, determine a solution, justify the solution, and evaluate the problem-solving process.
4. Explain the meaning, uses, and importance of data visualization.
5. Explain how photographs, words, numbers, and sounds can be interpreted as data, giving examples from real-world situations.  
*Examples: infographics, symbols, memes, videos, logos*

## Analytics

6. Explain the four main types of analytics and how these work together to provide information about all facets of a company's operations.

*Examples: consumer behaviors, marketing strategies, sales forecasts*

## Interpreting Data

7. Describe how financial and statistical data are used in professional and personal lives.

*Examples: insurance rates, interest rates, data trackers, marketing analytics, Census, National Highway Traffic Safety Administration, National Center for Education Statistics*

8. Analyze data presented in graphic form, including histograms, scatter plots, heat maps, and box plots, to identify patterns in data and make predictions.

*Examples: trends, fluctuations, data concentration*

9. Interpret data presented in various data visualization models.

*Examples: dashboards, flowing data*

- a. Describe how models highlight various aspects of data.

10. Use statistical analysis software to analyze transactional data.

- a. Develop a plan for using transactional data to develop customer intelligence.

## Statistics

11. Use statistics appropriate to the shape of the data distribution to compare the center (median, mean) of two or more different data sets used in business.

12. Identify and use patterns in data values or a range of data values to improve a business process.

*Examples: Track customer orders to refine menu items in a restaurant, increase server capacity and delivery services in response to health-related emergencies, attract customers with mid-week sales to control crowds on weekends.*

13. Explain how categorical data may be used in decision-making in a service business to improve efficiency and profit.

*Examples: Identify the groups for the variable, popular meal served, frequency of each meal served, time of day meal is served.*

	<p>14. Interpret relative frequencies in the context of the data.  <i>Examples: joint probability, marginal distribution, conditional relative frequencies</i></p> <p>15. Identify data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <p>16. Describe how statistics are used to analyze and understand various business and economic problems and to formulate policies for economic growth.  <i>Examples: labor market reports, trade balance, Gross Domestic Product, consumer spending</i></p>
<p><b>Probabilities</b></p>	<p>17. Use diagrams, tables, organized lists, and area models to compute sales probability during peak season for a retail business.  <i>Examples: Determine customer likes and dislikes for popular items based on previous years' sales.</i></p> <p>18. Analyze concepts of probability associated with financial planning.</p>
<p><b>Financial Practices</b></p>	<p>19. Describe how technology impacts all aspects of finance, from customer experience and operational efficiency to big data and analytics.  <i>Examples: statistical analysis software</i></p> <p>20. Apply problem-solving models and statistics to develop a business plan.  <i>Examples: formulate a business plan or strategy, determine a solution</i></p>
<p><b>Ethics</b></p>	<p>21. Gather and share information on the ethical and responsible use of statistical data in business.</p>
<p><b>Career Opportunities</b></p>	<p>22. Research career opportunities that require strong analytical skills.  <i>Examples: data analyst, derivatives analyst, climatologist, nurse, geneticist, political scientist, aerospace engineer, criminologist</i></p>

# Economics and Financial Services

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	10-12
<b>Prerequisites</b>	

**Economics and Financial Services** presents basic topics in economics, including the principles and practices of banking, credit, and consumer lending in the United States. Additional emphasis is placed on money management, economic growth and stability, and characteristics of different economic systems and financial institutions. The course includes the major functions of banks and other financial intermediaries, central banking and the Federal Reserve System, and current trends in the finance industry, credit functions, principles of credit risk evaluation, loan creation, debt collection, and stocks and bonds.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## ECONOMICS AND FINANCIAL SERVICES CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Economic Systems

1. Describe different types of business organization.
  - a. Compare the features of sole proprietorship, partnership, and corporation.
  - b. List and explain the advantages and disadvantages of forming a corporation.
  - c. Investigate and share reasons for corporate acquisitions and mergers, giving examples of actual events.
2. Summarize how economic stability impacts growth of the economy.
  - a. Explain the concept of economic growth, including how it fits into the business cycle and why it is considered desirable.
  - b. Explain the four stages of the business cycle, citing examples for each stage from United States and world history.

### Market Systems

3. Compare and contrast major features of a variety of economic systems.
  - a. Describe major economic philosophies, utilizing the terms *profit*, *market*, and *market system*.
  - b. Explain concepts associated with trade among nations.
4. Describe the four basic levels of international business activities: domestic, international, multinational, and global.
  - a. Explain how supply and demand impact decisions in business.

### Profit

5. Explain how the profit motive drives decisions in a capitalist economic system.  
*Examples: decisions involving personal investment, banking investment, or economic development*

## Capital

6. Describe the methods and sources available to corporations for raising capital.  
*Examples: bank loans, fundraisers, venture capitalists, internet sites, savings, friends, family members*
- Identify and share reasons for corporate efforts to raise capital.
  - Explain the role of securities in capital markets.

## Trade

7. Explain the financial interdependence of nations.
- Describe the effects of rising and falling exchange rates on the U.S. dollar.
  - Explain how businesses reduce the risk of exchange rate losses.  
*Examples: forwards and futures contracts*
  - Describe the advantages and disadvantages of importing and exporting goods and explain the effect such trade has on the United States economy.
  - Discuss how outsourcing affects the supply of goods and services in the American economy.
  - Research and discuss the impact of trade barriers, including tariffs, on domestic and global markets.

Banking  
and Investment

8. Use various sources of information to gather data about specific investments, including stocks, bonds, mutual funds, and futures.  
*Examples: prospectus, online resources, financial publications*
- Identify and interpret financial data components found in various media sources.  
*Examples: stock price fluctuations, volume, trend graphs, dividends*
  - Explain the importance of the interpretation of financial data and its impact on possible future investments.
9. Outline the growth and role of the banking system in America from its early years to the present.
- Identify the major federal banking laws and their role in the financial services industry.
  - Identify emerging financial products and services offered by a variety of financial institutions.
10. Describe banking services provided in the American financial system.
- Describe the products offered by a full-service bank.
  - Compare and contrast banking services of credit unions, traditional banks, investment banks, and online banking.
  - Identify financial services offered by major non-bank competitors.
  - Discuss the role of the Community Reinvestment Act in providing banking services to low- and moderate-income communities.

## Monetary Policy and Federal Reserve

11. Describe the role financial institutions play in economic growth and development.
  - a. Explain the role money plays in the American economic system.
  - b. Identify and explain the role the Federal Reserve System plays in American money, credit, and banking processes, including the effects of changes to monetary policies.  
*Example: prime interest rates*

## Consumer Economics

12. Interpret economic and financial data using correct terminology.  
*Example: reports of Gross Domestic Product, United States stock market data (Dow Jones Industrial Average, Nasdaq Composite Index, S&P 500 Index)*
13. Describe the role of consumer credit in today's economy.
  - a. Identify major providers of consumer credit.
14. Describe the impact of consumer debt on both the consumer and on the economy as a whole.
  - a. Differentiate between good and bad debt.
  - b. Identify the components of a credit report and explain the impact of credit scores on a consumer's financial affairs.
  - c. Using a personal budget model, calculate the effects of debt on credit scores.

## Ethics

15. Demonstrate ethical customer service skills in the financial sector.
  - a. Design a financial plan for products and services based on customers' needs and desires.
  - b. Summarize information about customers' rights and responsibilities, and demonstrate effective methods of making customers aware of them.
  - c. Describe methods of protecting customers' privacy and confidential information.

## Cost-Benefit Analysis

16. Gather and share information on the effectiveness of marketing strategies used by financial institutions to attract and retain customers.

<h1>Entrepreneurship</h1>	
<b>Course Credit</b>	1.0
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	

**Entrepreneurship** focuses on the skills needed to organize, develop, create, and manage a business in a variety of environments. Course standards are designed to foster an entrepreneurial mindset; encourage innovation, critical thinking, and problem-solving in a fast-paced professional setting; and build basic knowledge of various entrepreneurial ventures.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

<h2>Foundational Standards</h2>	<ol style="list-style-type: none"> <li>1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.</li> <li>2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.</li> <li>3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.</li> <li>4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.</li> <li>5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.</li> </ol>
---------------------------------	--



- 6. Discuss and demonstrate ways to value diversity.

## ENTREPRENEURSHIP CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Foundations of Entrepreneurship

1. Explain the concepts and processes associated with successful entrepreneurial performance.
  - a. Identify political and economic factors that encourage and support entrepreneurship.
  - b. Identify and analyze characteristics of successful entrepreneurs, citing examples from the business world.
2. Discuss the entrepreneurial discovery process and the risks and rewards of being an entrepreneur.
  - a. Assess global trends and opportunities for establishing new businesses.
  - b. Identify possible opportunities for creating new businesses on the local, state, and/or national level.
3. Explain the fundamental concepts of business ownership.
  - a. Discuss the role of competition in a private, free-enterprise system.
  - b. Explain the effects of competition on buyers and sellers.
4. Compare and contrast types of business ownership, indicating their advantages and disadvantages for entrepreneurs.

*Examples: sole proprietorships, partnerships, corporations, LLCs*

### Marketing Information Management

5. Explain the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
  - a. Describe methods used to obtain marketing research data, including primary and secondary research.
  - b. Describe characteristics of effective data collection instruments.
  - c. Explain techniques for processing marketing information.
  - d. Describe methods used to interpret and present market segment information, including reports, charts, and graphs.



- 6. Identify the concepts, strategies, and systems needed to implement and obtain support for an entrepreneurial entity.
  - a. Utilize strategies to determine feasibility of ideas.  
*Examples: test marketing, prototyping, marketing research*
  - b. Gather and share information on the major reasons for business failure, citing examples of actual cases.
  - c. Utilize the marketing functions to assess the competitive advantage of a business.



- 7. Identify the elements needed in a formal written business plan, including an executive summary; introduction; analysis of strengths, weaknesses, opportunities, and threats (SWOT analysis); planned operation of the proposed business or service; timelines; planned financing; and requests for financing.
- 8. Gather and share information on the concepts, processes, systems, strategies, and tools needed to create a successful business venture.
  - a. Identify goods and/or services to be sold in a proposed business.
  - b. Discuss and explain the types of risks that businesses encounter.
  - c. Identify the market segment for a proposed business.
  - d. Formulate a marketing mix designed to reach a specific market segment.
- 9. Explain the processes and strategies used in selecting a business location whether brick-and-mortar, e-business, or both.
  - a. Discuss advantages and disadvantages of types of business locations.
  - b. Explain the steps used in conducting a location analysis.
  - c. Identify current trends and other criteria for site location.
  - d. Justify the rationale for selecting a particular site.



- 10. Gather, evaluate, and share information on the processes, strategies, and systems needed to guide the financial organization of an entrepreneurial entity.
  - a. Discuss, compare, and contrast sources of capital used by entrepreneurs.
  - b. Identify fixed and variable costs and tax liability for startup and maintenance of a business.
  - c. Explain the terminology used in financial reports.
  - d. Create a tentative budget for a proposed business and explain the purpose of each component, including income statement, balance sheet, and cash flow statement.

<p><b>Legal Issues</b></p>	<p>11. Gather and share information on legal issues affecting businesses.</p> <ul style="list-style-type: none"> <li>a. Identify governmental agencies and regulations affecting businesses.</li> <li>b. Define and utilize terms used in business law. <i>Examples: copyright, trademark, patent, logo, license, permit</i></li> <li>c. List licenses needed by a small business.</li> </ul>
<p><b>Product and Service Planning</b></p>	<p>12. Obtain and share information on product strategies.</p> <ul style="list-style-type: none"> <li>a. Describe how technology is used in the product/service management function.</li> <li>b. Describe strategies used by marketers to position products or services.</li> <li>c. Describe techniques used by businesses to position corporate brands.</li> <li>d. Explain the importance of planning purchases.</li> </ul>
<p><b>Distribution</b></p>	<p>13. Identify and explain place strategies.</p> <ul style="list-style-type: none"> <li>a. Describe how technology is used in the channel management function.</li> <li>b. Describe ethical considerations in channel management.</li> <li>c. Coordinate channel management with other marketing activities.</li> <li>d. Compare the costs and benefits associated with various inventory management systems.</li> </ul>
<p><b>Pricing</b></p>	<p>14. Identify and explain pricing strategies.</p> <ul style="list-style-type: none"> <li>a. Describe the role of ethics in pricing.</li> <li>b. Explain the use of technology in the pricing function.</li> <li>c. Identify factors that affect pricing strategy decisions, including the product life cycle.</li> </ul>
<p><b>Selling and Promotion</b></p>	<p>15. Identify and explain promotion strategies.</p> <ul style="list-style-type: none"> <li>a. Describe how technology is used in the promotion function.</li> <li>b. Discuss the components of the promotional mix, including direct marketing and digital marketing.</li> <li>c. Explain the importance of coordinating elements in advertisements.</li> <li>d. Outline a promotional plan for a proposed product or service.</li> </ul>

- 16. Identify and explain selling strategies.
  - a. Describe how technology is used in the selling function.
  - b. Analyze the effectiveness of a company's unique selling proposition.
  - c. Explain the role of sales forecasting and planning.
  - d. Demonstrate sales techniques.

**Ethics**

- 17. Identify the ethical, social, and environmental responsibilities of businesses in relation to employees, customers, and the community.
  - a. Describe the social obligations of a business.
  - b. Discuss ethical behavior and ethical issues in business.
  - c. Describe safety procedures and health procedures used in business operations.
  - d. Identify environmental concerns and issues related to the operation of a business.

# Foundations of Insurance I: Property and Casualty

<b>Course Credit</b>	0.5
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	

**Foundations of Insurance I: Property and Casualty** is designed to help students develop skills related to property and casualty insurance, as they gain product knowledge of the industry. Students examine characteristics of personal auto and residential policies, utilize insurance terminology to explain insurance risks and benefits, and distinguish among policy types and coverages, including medical coverage. Students develop effective techniques used to gather client information and serve customers, including providing timely, accurate information to meet customer needs and answer consumer questions effectively. Students also examine the certification pathway for selling insurance and the role of the state insurance commissioner.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## FOUNDATIONS OF INSURANCE I: PROPERTY AND CASUALTY CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Personal Auto Coverage

1. Interpret the sections of the declaration page on personal auto policies.
2. Gather and share information on how auto insurance works and the importance of obtaining and maintaining auto insurance.
  - a. Discuss factors that affect insurability and premiums.  
*Examples: age, gender, driving record, make/model of vehicle, credit score, garage location, annual mileage*
  - b. Distinguish between eligibility and coverage.
3. Enumerate the physical damage components of comprehensive and collision insurance.  
*Examples: hail, vandalism, glass coverage*
4. Compare and contrast insurance limits when determining the amount of coverage for comprehensive and collision auto insurance.
5. Explain the purpose and importance of uninsured and underinsured motorist insurance, including the legal minimum liability coverage required in Alabama.

Medical Payment  
Coverage - Auto

Personal  
Residential  
Coverage

6. Research and share information on personal automobile policy liability coverage related to bodily injury and medical payments.
7. Identify common sections of homeowners and dwelling structure policies.
  - a. Interpret the declaration page of a personal residential insurance policy.
  - b. Summarize the coverages and limitations of dwelling policies purchased for investment property.
  - c. Define and explain insurance industry terminology.  
*Examples: coverage, actual cash value, liability, market value, premium*
8. Explain the eligibility requirements for a homeowner's policy.
9. Evaluate the property and liability components of a homeowner's policy and optional coverages and endorsements that may be included.
  - a. Explain the liability components of coverage for additional living expenses, personal liability, and medical expenses.
  - b. Describe the coverage provided by optional endorsements that may be added to a homeowner's policy.  
*Examples: inflation guard, valuable items coverage, personal property replacement cost*
10. List the common perils against which homeowners are insured.  
*Examples: lightning, explosion, water damage, theft, windstorms, hail, fire*
  - a. List perils not covered by a standard homeowner's policy, including mold, flood, terrorism, and earthquake.
  - b. Investigate how property owners may qualify for flood insurance through the National Flood Insurance Program managed by FEMA.
11. Summarize coverage options for insurance on recreational vehicles.
12. Explain watercraft insurance coverage for different types of loss, including medical payments, physical damage, and liability.
13. Describe options for extra coverage for personal residential property including personal umbrella, excess liability, and hybrid policies.

	14. Research and share information on the options in a renter’s insurance policy. <i>Examples: personal property, personal liability, additional living expenses</i>
<b>Insurance Certification</b>	15. Explain the certification and/or state insurance license requirements for individuals who wish to sell property and casualty insurance products and services.
	16. Discuss the role of the state insurance commissioner in regulating the sale of insurance products.
<b>Ethics</b>	17. Discuss the implications of unethical insurance practices in property and casualty insurance.



## Foundations of Insurance II: Life and Health

<b>Course Credit</b>	0.5
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	Foundations of Insurance I: Property and Casualty

**Foundations of Insurance II: Life and Health** is designed to help students develop skills related to life and health insurance, as they gain product knowledge of the industry. Students examine characteristics of life and health insurance products, including health, disability, life, cancer, and long-term care insurance. Students develop effective techniques used to gather client information and serve customers, including providing timely, accurate information to meet customer needs and effectively answer consumer questions. Students also examine the certification and state insurance license requirements for selling life and health insurance and the roles of the state department of insurance and the insurance commissioner.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

### Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.

- 5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
- 6. Discuss and demonstrate ways to value diversity.

## FOUNDATIONS OF INSURANCE II: LIFE AND HEALTH CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Insurance Basics

- 1. Research and share reasons for obtaining life and health insurance, including health, disability, life, cancer, and long-term care insurance.
- 2. Summarize and share the differences between life and health insurance.
- 3. Explain the financial impact of health care costs on individuals.
  - a. Describe how insurance needs change over a person’s lifetime.
- 4. Investigate and share information on the history of both private and governmental health insurance in Alabama.
  - a. Research and discuss history of the individual health insurance mandate in the United States

### Disability Insurance

- 5. Explain the purposes of both short-term and long-term disability insurance.
  - a. Research and share the effect of insurance fraud in relation to the process of being approved for disability claims.

### Health Insurance

- 6. Calculate the cost of healthcare coverage, including the cost of premiums and copayments, deductibles, and other out-of-pocket expenses, for several hypothetical policyholders.
  - a. Identify and communicate factors that could invalidate coverage or increase the premiums charged for coverage.
- 7. Compare and contrast Medicare and Medicaid.
  - a. Compare and contrast the different types of Medicare supplements, including costs and benefits.



8. Explain factors that influence health and life insurance costs and eligibility.  
*Examples: current health status, tobacco or alcohol use, health history, family's health history, occupation, location, age, coverage amount*
9. Research and share information on group and individual health insurance policies and coverage options.  
*Examples: major medical, prescription drugs, vision, dental; disability; long-term care, air ambulance, cancer policies*
  - a. Write an argument for or against purchasing coverage for a single illness or condition.  
*Example: cancer policy*
10. Compare and contrast insurance coverage options for domestic and foreign travel.



Life Insurance

11. Outline the steps in applying for life insurance.
  - a. Examine actuarial tables to interpret premium rates.
12. Analyze the costs and benefits of term and permanent life insurance, including the cost of premiums, dividends, accumulation of cash value, tax treatment of death benefits, and protection of death benefits from creditors.
13. Explain the role of life insurance in investment and estate planning.
  - a. Research the need for long-term care policies and their benefits.
14. Calculate the amount of life insurance recommended for several different scenarios using a needs approach and an earnings multiple approach.
  - a. Select a policy for a particular scenario and justify your decision using mathematical and/or personal evidence.
15. Explain the certification and/or state insurance license requirements for individuals who wish to sell life and health insurance products and services.



Ethics

16. Discuss the implications of illegal or unethical insurance practices as related to health, life, and disability insurance.

# Fundamentals of Financial Management

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	

**Fundamentals of Financial Management** introduces students to a wide range of accounting, finance, and management concepts and skills, focusing on financial analysis that supports economic decision-making in business. The course provides core content applicable to all businesses and enables students to acquire a deep, practical understanding of all aspects of financial management.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

- 6. Discuss and demonstrate ways to value diversity.

## FUNDAMENTALS OF FINANCIAL MANAGEMENT CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Financial Management

1. Analyze and interpret financial data pertaining to cost-benefit analysis of a business decision.  
*Examples: benefits and costs associated with operating a business in a certain town or region*
  - a. Create charts, graphs, and tables using financial data.
  - b. Analyze budgets and financial data to determine future financial needs.
  - c. Determine and analyze cash flow and profit margin, and perform cost-benefit analysis.
2. Explain financial management as it relates to income, savings, and investment opportunities.
3. Describe how a financial business benefits from the organizing management function.  
*Examples: time management, employee understanding of job duties, employee morale*
4. Explain how managers use financial information.  
*Examples: planning strategies, executing strategies, using feedback from execution of a strategy*

### Investments and Risk Management

5. Evaluate risk management options available to consumers and entrepreneurs for protection against financial loss.  
*Examples: portfolio diversification, asset allocation*
6. Analyze the risks, interest rate returns, and liquidity of various types of savings and investments.
7. Research and develop diversification strategies to reduce long-term risk and improve return on investment.  
*Examples: employer matching programs*

### Communication

8. Organize and effectively communicate financial information in terms clients can readily understand.  
*Examples: formal and informal presentations, memoranda*

**Financial Management**

9. Apply organizational skills to manage financial operations.  
*Examples: synchronizing schedules and calendars, prioritizing tasks to meet deadlines*
10. Explain how agencies that regulate national and international financial markets protect investors.
11. Develop and maintain a plan for a financial business.
12. Explain how effective debt and credit management practices affect insurance costs, job opportunities, and interest rates.
13. Analyze traditional and non-traditional sources of credit for suitability to particular situations, listing advantages and disadvantages of each type.
14. Analyze the impact of international, federal, state, and local regulations on financial management decisions.
  - a. Describe effects of tax structure on business decisions.
  - b. Compare and contrast legal rights and responsibilities related to financial management for various types of businesses.
  - c. Explain the role of the United States Securities and Exchange Commission in regulating financial markets.

**Tax Liability**

15. Determine tax liability as it pertains to the finances of a business.

**Ethics**

16. Identify and explain the legal and ethical responsibilities of financial managers.
17. Discuss the impact of short-term gratification on ethical decision-making.

**International Events, Issues, and Exchange Rates**

18. Determine the impact of international activities on personal financial decision-making.  
*Example: If tariffs increase the cost of steel used to manufacture washing machines so that prices go up, a consumer may choose to have an old washer repaired rather than purchase a new one.*
  - a. Utilize exchange rates to convert from one currency to another.
  - b. Gather and share information on the impact of domestic and international labor issues on personal financial decisions.  
*Example: If the minimum wage is increased, workers may be able to buy more fresh produce to feed their families.*

**Career  
Opportunities**

19. Gather and share information about the significance of credentialing in financial and investment fields, the value of belonging to a professional organization, and the importance of continuing education.

# Global Financial Markets

<b>Course Credit</b>	1.0
<b>Grade Levels</b>	10-12
<b>Prerequisites</b>	

**Global Financial Markets** focuses on financial globalization including international markets and investments, money and exchange rates, and global trading policies. Students develop knowledge of how diversity and culture affect world financial markets, risks involved, and career opportunities in the global marketplace. This course will help students to form a better understanding of money, banking, and financial markets that assists them to become more competent and critical global citizens.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.



5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## GLOBAL FINANCIAL MARKETS CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Diversity in Marketing

1. Research and present findings on cultural challenges and diversity issues that impact global business relations.
  - a. Explain the role of culture in global business.
  - b. Identify various elements of culture and the effect of each one on global business relations.
  - c. Investigate and share information about the use of advertising media in foreign markets.  
*Examples: radio, television, Internet, printed publications*

### Financial Globalization

2. Gather and share information about the nature and scope of financial globalization since World War II.
  - a. Discuss the role of deregulation in financial globalization.
  - b. Summarize the impact of globalization on the foreign exchange market.
  - c. Research trends relating to competition in global financial markets.
  - d. Discuss the impact of globalization on financial market sensitivity.
3. Research and share information about the global financial settings in which businesses operate.
  - a. Research the impact of globalization on businesses and summarize reasons that businesses move operations abroad.
  - b. Explain factors that affect the growth of the global financial environment.
  - c. Describe ways in which businesses can enter a foreign market.
  - d. Investigate and share details about the annual meeting of G7 nations to address international economic and political issues.
  - e. Identify which countries comprise the G20 and explain their goals for economic and financial stability in the global economy.

## Global Markets and Investments

4. Explain concepts of global trade and investments.
  - a. Explain the advantages of specialization.
  - b. Describe the concept of comparative advantage.
  - c. Distinguish between portfolio investment and direct investment.
  - d. Characterize the position of the United States in global trade.
5. Explain the importance of global financial markets.
  - a. Explain how a foreign exchange market functions and how to employ forwards and futures contracts to reduce e-rate risks.
  - b. Identify the economic factors that influence exchange rates and explain how these factors work.
  - c. Differentiate among alternative strategies of global banking.  
*Examples: new digital capabilities, account rationalization, universal policies*
  - d. Explain how a "strong" or appreciated dollar is detrimental to U.S. export sales, while a "weak" or depreciated dollar tends to increase U.S. sales to foreign markets.
6. Research and present information on the effects of world events on global financial markets.  
*Examples: natural disasters, elections, international disputes*
  - a. Describe the short-term and long-term impacts of pandemics on international supply and demand.

## Money and Exchange Rates

7. Analyze the role of the international monetary system in global finance.
  - a. Describe the role of the International Monetary Fund.
  - b. Differentiate between floating exchange rates and fixed exchange rates.
  - c. Outline the impact of the common European currency on the global financial system.
  - d. Read and calculate currency foreign exchange rates both manually and using an online currency converter.
8. Identify labor issues associated with global trade.
  - a. Research the importance of environmental and labor standards in global trade and share findings with peers.
  - b. Investigate the impact of global finance on wages, jobs, and the cost of living, and share the results.

## Policies in Global Trading

9. Explain the nature of legal recourse and ethical decision-making in resolving global business disputes.
  - a. Enumerate the causes of international trade disputes.
  - b. Summarize the methods used to resolve international business disputes.
  - c. Identify trade barriers and explain their positive and negative effects on governments and businesses.
10. Explain the importance of different trade investment policies and fair trade.
  - a. Describe the role of foreign aid in global trade and investment.
  - b. Summarize the goals of the General Agreement on Tariffs and Trade (1947), the North American Free Trade Agreement, and the United States-Mexico-Canada Agreement.
  - c. Summarize laws that control and regulate global financial markets.
  - d. Discuss the role of U.S. and international law in the conduct of global finance, including the Foreign Corrupt Practices Act.
11. Summarize the current environment for business in a multinational marketplace.
  - a. Investigate the role of the World Bank Group.
  - b. Assess international investment strategies and explain how businesses can be competitive in a global environment.

## Risk Management

12. Compare and contrast the characteristics of global and national financial risk management.
  - a. Identify categories of risk.
  - b. Explain processes used to address risk-management issues.  
*Examples: identification, risk quantification, risk response development, risk monitoring and control*
  - c. Evaluate the process used to quantify risks based on the relationship between impact and probability.
  - d. Describe strategies for responding to risks.  
*Examples: avoid, transfer, mitigate, accept*

## Internet Research

13. Gather information and draw conclusions on the impact of technology on global financial markets.  
*Examples: Internet, teleconferencing, webcasts, electronic communication*
  - a. Explain how the cost of financial investments is affected by specific news about a company's future profitability in global markets.

**Career  
Opportunities**

14. List business sectors that commonly seek global finance professionals.
  - a. Identify employment growth prospects for international business careers including financial analysts, policy analysts, stock traders/investors, and regulators.
  - b. Identify personal skills and characteristics that lead to success in global business careers, including being innovative, analytical, and multilingual, and describe the benefits of each.

## Personal Finance

<b>Course Credit</b>	0.5 ( Content standards 1-13, 22, and 24-25 are required), OR 1.0 (All content standards are required)
<b>Grade Levels</b>	9-12
<b>Prerequisites</b>	

**Personal Finance** is a foundational course that introduces students to the principles of financial literacy for achieving personal goals. This course is designed to inform students about how the choices they make directly influence their occupational goals, future earning potential, and long-term financial well-being. Content provides opportunities for students to explore consumer behavior, legislation, consumer protection, consumer rights and responsibilities, financial decision-making, advertising and promotional techniques, individual and family money management, banking services, use of credit, income tax, and technology.

Upon completion of this course, proficient students will be knowledgeable about how their decisions will impact their future and financial well-being in a global workforce and society.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

### Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Discuss and demonstrate ways to value diversity.

## PERSONAL FINANCE CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Financial Responsibility

1. Describe the nature and scope of personal finance, including how personal finance concepts fit into key life events or stages.
  - a. Research and share information from a variety of sources to explain the importance of personal financial planning.  
*Examples: instructional materials, news articles, blogs from reputable sources, personal narratives, industry publications*
  - b. Specify how monetary and non-monetary assets can contribute to net worth.
2. Describe personal spending behavior that contributes to building wealth.
  - a. Explain how charitable giving fits into a spending plan.
  - b. Describe practices that assist individuals and families to achieve and maintain financial security.  
*Examples: determining needs and wants, creating a budget, setting goals, keeping records, developing a personal financial plan, saving, investing*

3. Explain how goals, decision-making, and planning affect personal financial choices and behaviors.
  - a. Create a plan to reach a specific financial goal.
  - b. Explain personal values that affect financial choices.
 

*Examples: desire for home ownership, work ethic, charity, civic virtue*
  - c. Explain the advantages of designing and following a personal financial plan.
  - d. Compare and contrast retirement and estate planning options available to individuals and families.
4. Explain how certifications may expand employment opportunities and positively impact earnings.
 

*Examples: lifeguard training, tax preparation class, first aid training*

  - a. Describe the opportunity costs of developing human capital by taking courses to prepare for employment in careers that are in high demand with high income potential.
5. Gather information from several sources when planning to purchase a product.
 

*Examples: manufacturers, retailers, consumer reviews, independent testing laboratories*

  - a. Explain what information is most helpful in choosing which product to buy.

## Consumer Protection

6. Outline the purposes and features of consumer protection laws, agencies, and sources of assistance, including identity protection and credit regulations.
  - a. Explain ways to avoid identity theft, fraud, financial scams, and schemes designed to defraud consumers.
  - b. Discuss the financial and emotional costs of recovering from identity theft or fraud.
  - c. Describe possible responses to excessive debt collection practices.
 

*Examples: payday loans, instant credit*
7. Locate and share credible sources of up-to-date information about consumer rights and responsibilities.
  - a. Investigate and report on sources of assistance for resolving consumer disputes.
  - b. Demonstrate procedures for filing formal consumer complaints.
8. Outline steps to resolve identity theft problems as recommended by the Federal Trade Commission and financial institutions.
  - a. List entities that have a right to request certain personal financial data.
  - b. Investigate and report on consumer safeguards for mobile and online banking.

## Consumer Decisions and Behavior

9. Describe factors that impact consumer purchasing decisions throughout the lifespan.
  - a. Explain how limitations on financial resources affect the choices people make.
  - b. Explain how consumers can benefit from conducting a cost-benefit analysis before making a financial decision.
  - c. Analyze the influence of peer pressure and emotions on purchasing decisions.  
*Examples: fashion, acceptance from others, desire for the latest gadget*
  - d. Describe how scarcity relates to needs and wants.
  - e. Explain the impact of marketing, advertising, and sales strategies or techniques on purchasing decisions.  
*Examples: impulse buying, delayed payment*
10. Apply a decision-making model to maximize consumer satisfaction when buying goods and services.
  - a. Categorize possible purchases of goods and services as wants or needs, explaining the reasoning for each decision.
  - b. Research and report pros and cons of e-commerce and online auctions.
  - c. Analyze the value of warranties, service contracts, and risk protection for a variety of products and services.  
*Example: research due diligence on service work*
11. Demonstrate how to use comparison shopping skills to make purchasing decisions, including major purchases.
  - a. Compare the advantages and disadvantages of owning versus renting property or housing.
  - b. Research and report on various types of consumer contracts, indicating each type's advantages and disadvantages for the consumer.  
*Examples: renting to own, lease agreements*
  - c. Calculate cost and finance charges for major purchases.  
*Examples: vehicles, appliances, electronics, dwellings*
  - d. Research the projected costs for all expenses associated with major purchases, including maintenance costs.  
*Examples: wedding, college, home, car*
12. Identify factors that affect the total cost of goods and services, including sales tax, tips, coupons, discounts, and unit pricing.
  - a. Explain how sales and property taxes affect financial decisions.  
*Examples: buying a car or house*



## Money Management

13. Explain the ways in which individuals are responsible for their finances and situations in which they share responsibility for other people's finances.  
*Examples: marriage, cosigning a loan*
  - a. List reasons to consult with a tax advisor or financial planner.
  - b. Explain the value of sharing financial goals and personal finance information with a partner before combining households.
14. Demonstrate how to set financial goals and analyze the costs and benefits of spending decisions.
  - a. Describe a sunk cost and situations in which losses should be accepted to avoid further loss.
  - b. Compose an argument supporting the concept of paying yourself first.
  - c. Determine the amount of savings needed for a given household.
15. Describe strategies for managing income to align with financial goals.
  - a. Describe the impact of career choice, education, skills, and economic conditions on income and financial stability.
16. Prepare a monthly budget for an individual or a family given their income, savings goals, taxes, and list of fixed and variable expenses.
  - a. Evaluate the impact of taxes, government payments, and employee benefits on budgeting decisions.  
*Examples: FICA, income taxes; SNAP, Medicaid, unemployment insurance, farm subsidies; health insurance, retirement plan contributions*
  - b. Describe methods of allocating resources to meet savings and investment goals.
  - c. Analyze how changes in life circumstances can affect a personal spending plan.  
*Examples: job change, having a child, major illness, theft of property, automobile accident*
  - d. Locate and use technology to help with financial management.  
*Examples: online banking, mobile banking apps, direct deposit, money transfer apps, online payments*

Credit  
and  
Debt

17. Gather and share information on income, benefits, and deductions.
  - a. Distinguish between gross and net income.
  - b. Analyze the impact of payroll deductions and employee benefits on income.  
*Examples: state and federal income tax, FICA, flexible benefit plans*
  - c. Calculate the monetary value of employee benefits when determining earnings.
  - d. Describe sources of income not derived from employment.  
*Examples: alimony, unemployment insurance, stock dividends, government transfer payments*
18. Demonstrate procedures for completing and filing income tax forms, utilizing tax terminology.  
*Examples: dependent, exemption, credit, deduction*
  - a. Explain the requirements for filing annual tax returns and the consequences of not paying income tax.  
*Examples: full or partial payments; penalties, federal tax lien, asset seizure, prison, passport revocation*
19. Research and share information on credit options available to consumers.  
*Examples: revolving, installment, open*
  - a. Explain how credit card grace periods, methods of interest calculation, and fees affect borrowing costs.
  - b. List the types of information required on credit applications.
  - c. Calculate the total cost of a loan.
  - d. Differentiate among various types of student loans and compare to alternate means of paying for post-secondary education.
20. Research and report on factors that affect creditworthiness and credit scores.  
*Examples: payment history, credit mix, credit utilization*
  - a. List steps for obtaining a credit report from the three major reporting agencies.
  - b. Describe effective methods for improving credit scores.
  - c. Describe consequences of accumulating credit card debt and defaulting on loans, especially for young consumers.
  - d. Identify sources, types, and risks of loans for consumers.
  - e. Investigate and report on ways that a low credit score can affect a consumer's financial options.

## Saving

21. Apply strategies to avoid or correct debt management problems.
  - a. Examine and report on the types of services offered by consumer credit counseling agencies.
  - b. Explain the economic consequences of personal bankruptcy and the financial responsibilities associated with filing for bankruptcy under Chapters 7, 11, and 13.

*Examples: negative effects on assets, employability, future cost and availability of credit*
  - c. Investigate how student loan obligations differ from other kinds of debt.
  - d. Research and report on a financial institution's debt reduction services.
22. Research and report on the benefits of savings.
  - a. Distinguish between saving and investing, considering the characteristics of various methods of saving.

*Examples: savings account, money markets, certificates of deposit, IRAs, retirement accounts*
  - b. Calculate annual interest and annual yield on savings for various types of accounts.

*Examples: money market accounts, deposit savings accounts, 529 plans*
  - c. Explain reasons for maintaining an emergency savings account and methods for determining the amount needed.
23. Compare certificates of deposit, money markets, and savings accounts and identify the benefits and disadvantages of each.
  - a. Gather information on the interest rates that financial institutions pay on different types of savings accounts.
  - b. Determine how real income, real return, real yield, and purchasing power are calculated and why they are important.
  - c. Explain the difference between simple and compound interest and calculate interest on a given amount of savings using each method.
  - d. Gather and share information on the impact of inflation on savings.

## Investing

24. Identify types of investments appropriate for different objectives.  
*Examples: short term vs. long term goals, liquidity, risks vs. reward*
- Describe factors that affect the rate of return on investments.
  - Differentiate between diversification and asset allocation.
  - Compare the advantages of taxable, tax-deferred, and tax-advantaged investments, including Roth IRAs and employer-sponsored retirement options, and determine which are most beneficial for new savers.
  - Describe steps that will maximize long-term investment returns and explain the advantages of each.  
*Examples: begin investing at an early age, diversify investments, take advantage of employer matching programs*
25. Evaluate types of investments to determine how they meet the objectives of a personal financial plan.
- Compare the advantages and disadvantages of buying and selling investments through various channels.  
*Examples: direct purchase, stock options from employers, investment professionals, online brokerages*
  - Research and report on investment options, considering risks and returns and the reasons for diversification.  
*Examples: stocks, bonds, Treasury bills, mutual funds, index funds, certificates of deposit, money market accounts*
26. Identify warning signs of investment fraud and steps that can be taken if victimized by investment fraud.

## Personal Insurance

27. Describe how insurance protects against loss and mitigates financial consequences.
- Explain the various types of personal insurance and identify coverage needed at different stages of life.  
*Examples: auto, rental, property, disability, life (whole and term), health*
  - Research and report on ways coverage, deductibles, and premiums are related.
  - Analyze the costs and benefits of various types of insurance.
28. Compare and contrast types of property insurance and identify situations when certain types of coverage are needed.  
*Examples: homeowner's, renter's, automobile*
- Gather and share information about the consequences of accidents involving uninsured or underinsured motorists.
  - Explain the differences between independent insurance agencies and franchised agencies.
  - Determine the amount of coverage needed in a given situation.

## Banking

29. Explain the role of the Federal Deposit Insurance Corporation (FDIC) and the National Credit Union Administration (NCUA) in protecting depositors' savings, including coverage limits.
30. Explain how state and federal agencies charged with regulating financial institutions protect the safety, soundness, and legal compliance of the nation's banking system.  
*Examples: Federal Reserve System, the Office of the Comptroller of the Currency, the Consumer Financial Protection Bureau, state banking departments*
31. Investigate and report on account management services provided by financial institutions.  
*Examples: credit unions, pawn shops, payday lenders, commercial banks, online banks*
- Summarize the risks and protections associated with checks, debit cards, credit cards, and online and mobile payment systems.
  - Compare the features and costs of personal checking accounts offered by different financial institutions.
  - Compare the features and costs of online and mobile banking and payment services offered by different financial institutions.
  - Compare the cost of cashing a check with various third parties.  
*Examples: bank or credit union, check-cashing services, retail outlets*
  - Identify ways to avoid costly fees.  
*Examples: overdraft fees, late fees*
  - Discuss the pros and cons of being unbanked.
32. Demonstrate procedures for opening and managing a checking account, including writing checks; recording checks, debits, and deposits; and reconciling statements.

# Risk Management and Commercial Insurance

<b>Course Credit</b>	0.5
<b>Grade Levels</b>	10-12
<b>Prerequisites</b>	Foundations of Insurance I: Property and Casualty and Foundations of Insurance II: Life and Health

**Risk Management and Commercial Insurance** is designed to help students develop knowledge and skills related to commercial insurance, including property, liability, risk management, and workers’ compensation. Students examine characteristics of commercial insurance policies, learn how to file a claim, and develop the skills needed to create a commercial insurance plan. Students evaluate business needs to determine the appropriate insurance coverage for a customer, identify possible risks for a commercial business, and proactively protect it from those risks.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

6. Discuss and demonstrate ways to value diversity.

## RISK MANAGEMENT AND COMMERCIAL INSURANCE CONTENT STANDARDS

Each content standard completes the stem “*Students will...*”

### Property Insurance

1. Explain the purpose of commercial property insurance.
  - a. Assess insurance products and recommend a purchase based on product features in relation to cost.
2. List the advantages and disadvantages of purchasing property insurance to protect company assets from loss due to fire, lightning, windstorm, hail, riot, and civil commotion.
3. Demonstrate ways an insurance agent helps a business protect its financial well-being.
  - a. Assess the safety of business premises.
  - b. Determine suitable liability limits for a particular business.
  - c. Determine the need for business interruption coverage.
4. Describe the factors used in rating the value of business property, including building construction and usage, size, and location of property.
 

*Examples: zoning, availability of police and fire protection, seasonal use of property*

### General Liability Insurance

5. Summarize the different types of commercial liability exposure.
 

*Examples: premises, operations, products, maintenance, professional malpractice, ownership, auto, fleet*
6. Explain the coverages of commercial liability insurance, including Coverage A (bodily injury and property damage), Coverage B (advertising and personal injury), and Coverage C (medical payments of others).
7. Summarize the factors used in rating the general liability of the business.
 

*Examples: classification of business, volume and size of business, history of business*

<p><b>Regulation of Insurance Companies</b></p>	<p>8. Research regulatory requirements for insurance companies in Alabama and explain consequences of failing to meet those requirements.</p> <ul style="list-style-type: none"> <li>a. Explain the role of the Alabama Department of Insurance in protecting the stability of the insurance industry.</li> <li>b. Summarize the main provisions of laws that regulate the insurance industry in Alabama.</li> </ul>
<p><b>Workers' Compensation</b></p>	<p>9. Explain the role of workers' compensation insurance and the benefits of workers' compensation insurance to policyholders.</p>
<p><b>Risk Management</b></p>	<p>10. Describe the legal contract obligation of an insurance policy.</p> <p>11. Identify the basic principles of risk management.</p> <ul style="list-style-type: none"> <li>a. Discuss product liability, punitive damage, and methods to limit loss resulting from product liability.</li> <li>b. Identify the types of compensatory damages resulting from product liability.</li> <li>c. Describe how employing a risk management consultant can benefit a business.</li> </ul> <p>12. Investigate, interpret, and share information on the benefits of protection for a company's principals.</p> <ul style="list-style-type: none"> <li>a. Discuss and explore key person life insurance and the difficulty involved in replacement of key persons.</li> <li>b. Gather and share information on succession planning, including how it can benefit a company.</li> </ul> <p>13. Build a commercial insurance plan for a selected business.</p> <ul style="list-style-type: none"> <li>a. Determine the insurance needs of the commercial customer.</li> <li>b. Identify risks present and the insurance coverage needed to protect the commercial business from these risks.</li> </ul>
<p><b>Skills Application</b></p>	<p>14. Research and share information on procedures an insurance agent follows to file a commercial property claim.</p>
<p><b>Ethics</b></p>	<p>15. Discuss the implications of unethical insurance practices in risk management and commercial insurance.</p>
<p><b>Career Opportunities</b></p>	<p>16. Investigate credentialing opportunities and requirements related to risk management and commercial insurance.</p>



# BIBLIOGRAPHY

“Advancing Personalized Learning to New Heights.” SchoolsPLP, [schoolsplp.com/](http://schoolsplp.com/).

*Alabama Course of Study: Career and Technical Education.* Alabama State Department of Education. [www.alsde.edu/sec/cte/Pages/ctecos-all.aspx?tab=Finance](http://www.alsde.edu/sec/cte/Pages/ctecos-all.aspx?tab=Finance).

“Career and Technical Education (CTE).” Utah State Board of Education. [www.schools.utah.gov/cte/pathways](http://www.schools.utah.gov/cte/pathways).

“Financial Smarts for Students.” *Jump\$tart Coalition*. [www.jumpstart.org](http://www.jumpstart.org). Accessed 2 Nov. 2020.

*Georgia Course of Study: Career, Technical and Agricultural Education.* Georgia Department of Education. [www.gadoe.org/Curriculum-Accounting and Finance /CTAE/Pages/default.aspx](http://www.gadoe.org/Curriculum-Accounting-and-Finance/CTAE/Pages/default.aspx).

*MBA Research - Home.* MBA Research and Curriculum Center. [www.mbaresearch.org/](http://www.mbaresearch.org/).

“The National Alliance: Insurance Education and Research.” [www.scic.com/](http://www.scic.com/). Accessed 14 Oct. 2020.

“National Standards for Financial Literacy.” Council for Economic Education. [www.councilforeconed.org/resource/national-standards-for-financial-literacy/#sthash.yOTDt4vX.dpbs](http://www.councilforeconed.org/resource/national-standards-for-financial-literacy/#sthash.yOTDt4vX.dpbs).

“Principles of Finance.” *Course Hero*. [www.coursehero.com/sg/introduction-to-finance/principles-of-finance/](http://www.coursehero.com/sg/introduction-to-finance/principles-of-finance/).

*Scope and Sequence: Global Business.* Texas Education Agency. *Texas CTE Resource Center*. [www.txcte.org/resource/scope-and-sequence-global-business](http://www.txcte.org/resource/scope-and-sequence-global-business).

“Texas CTE Resource Center.” [www.txcte.org/](http://www.txcte.org/).