[Name of Course]

## [City/School] High School – Course Syllabus

***Instructor:*** Mrs. Anderson ***Classroom:*** 2806

***Work Phone:*** 998-0544 ext 9708 ***E-mail:*** anderson@gmail.com

***Extra Help Hours:*** 7:30-8:15 AM by appointment ***Credit:*** 1 semester credit

3:30-4:30 PM by appointment ***MDE Course Code:*** 18

***Textbook:***  *Title, authors, edition, and year of textbook(s) used; also consider listing key software titles (year/version), simulations, etc.*

***REQUIRED MATERIALS:***

***COURSE DESCRIPTION: [adapt basic description found on Table C and in MN Business Frameworks to describe topics and student learning for the course YOU ARE DELIVERING]***

***GRADING POLICY: [key consideration: MN Rule 3505 says that student evaluation should be with ”AUTHENTIC ASSESSMENTS;” CTE is about “KNOW AND ABLE TO DO” so we would expect to see a balance between measuring “knowledge” (i.e., assignments, quizzes, tests) and measuring what students are “able to do” (i.e., problem-based learning projects to demonstrate learning of business career pathway technical skills and accomplish Benchmarks in the MN Business Frameworks)***

***Application Projects for Measuring Performance Indicators:***

***[list here separately and/or incorporate into Course Outline—MDE would expect to see these authentic assessments/projects listed on the course outline in the context of what instructional units and Performance Indicators they are measuring)***

***Grading Scale:***

**[grading scale for YOUR course]**

***CAREER PATHWAY—[which pathway/cluster from MN Career wheel]: [optional section—sample language]***

Career pathways are sequences of courses that prepare students for workforce readiness or further postsecondary study in related careers. Progression through these courses will prepare students for further study with several of our postsecondary partners. Students are encouraged to apply for work-based learning internship experiences after completing intermediate-level courses.

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| **INTRODUCTORY COURSES** | **INTERMEDIATE COURSES** | **ADVANCED COURSES** |
| List your “introductory” courses you offer in this career pathway | List your 2nd-level/”intermediate” courses in this career pathway | List your “advanced” courses in this career pathway |

COURSE PERFORMANCE INDICATORS and BENCHMARKS ASSESSED IN THIS COURSE:

**Include in your Course Outline the Performance Indicators from the** [**MN Business Frameworks**](https://education.mn.gov/MDE/dse/cte/prog/biz/) **aligned to your instructional units, and the Benchmarks and authentic assessments you are using to assess student achievement of those Indicators. [Optional: You can also choose to list the Performance Indicators separately here.]**

***STUDENT LEADERSHIP DEVELOPMENT: [optional section—if not included on course syllabus, narrative describing what student leadership skills (i.e., “employability skills”) being developed in this course should be included on Tab 2 of the Program Approval application form spreadsheet—Question 2)***

***CAREER EXPLORATION/DEVELOPMENT: [optional section—if not included on course syllabus, narrative describing what career “exploration” (grades 9-10) and career “preparation” (grades 11-12) is being developed in this course should be included on Tab 2 of the Program Approval application form spreadsheet—Question 3)***

***CURRICULUM MAPPING: SEMESTER OUTLINE (Example—Can List by WEEKS or UNITS)***

Unit 1 (approx. 1 wk) **Instructional Unit:** Financial Responsibility and Decision Making

**Benchmark:** AF18.10.03.01 Apply the decision-making process to various types of financial decisions people make at different stages of life.

**Authentic Assessment project:**

Unit 2 (approx. 2 wks) **Instructional Unit:** Budgeting: Making the Most of Your Money—Income and Expenses

**Benchmark:** AF18.10.03.04 Summarize the rights and responsibilities of each entity involved in various forms of contractual obligations.

**Benchmark:** AF18.10.03.05 Construct a personal budget to guide achievement of short and long-term goals.

**Authentic Assessment project:**

Unit 3 (approx. 2 wks) **Instructional Unit:** Income and Careers—Careers and Education; Planning for and Paying Taxes

**Benchmark:** AF18.10.01.01 Describe various sources of income and their effects on maintaining a standard of living during employment years and in retirement.

**Benchmark:** AF18.10.01.03 Complete required tax documents to comply with tax requirements.

**Authentic Assessment project:**

Unit 4 (approx. 2 wks) **Instructional Unit** Spending and Credit—Managing Checking Account Records; Obtaining and Protecting Credit; Credit Cards, Loans and other forms of Credit

**Benchmark:** [code and description)

**Benchmark:** [code and description)

**Authentic Assessment project:**

Unit 5 (approx. 2 wks) **Instructional Unit:** Saving and Investing—Banking Services; Investing Methods and Strategies

**Benchmark:** [code and description)

**Benchmark:** [code and description)

**Authentic Assessment project:**

Unit 6 (approx. 2 wks) **Instructional Unit:** Insurance—Protecting What You Have

**Benchmark:** [code and description)

**Benchmark:** [code and description)

**Authentic Assessment project:**

Unit 7 (approx. 2 wks) **Instructional Unit:** Vehicles—Buying vs. Leasing Options; Financing; Costs of Car Maintenance

**Benchmark:** [code and description)

**Benchmark:** [code and description)

**Authentic Assessment project:**

Unit 8 (approx. 2 wks) **Instructional Unit:** Housing Issues—Renting vs. Buying Options; Home Maintenance and Upkeep

**Benchmark:** [code and description)

**Benchmark:** [code and description)

**Authentic Assessment project:**

Unit 9 (approx. 1 wk) **Instructional Unit:** Consumerism—Daily needs vs. Daily wants

**Benchmark:** [code and description)

**Authentic Assessment project:**

Unit 10 (approx. 1 wk) **Instructional Unit:** Consumer Problems & Solutions—Deception, Fraud, Complaints & Legal Actions

**Benchmark:** [code and description)

**Authentic Assessment project:**

Summative and Final Personal Finance Simulation—Personal Goal Setting and Financial Decision-Making

***Examples for Incorporating NBEA National Standards and Minnesota Business Frameworks***

Accounting 1 (#20) course--example:

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| **Instructional Unit:** Business Financial Statements | | |
| **Topics (NBEA Standards):**   * State and explain the information provided in each financial statement and how the statements articulate with each other. * Prepare the financial statements for the different types of business operations and ownership structures. | **Performance Indicators (MN Frameworks):**   * AF20.10.05 Create financial reports to summarize and explain the financial status of a business. | **Benchmark(s):**   * AF20.10.05.01 Prepare income statements to communicate profitability. * AF20.10.05.02 Prepare balance sheets to communicate the financial status of a business. * AF20.10.05.03 Prepare a statement of equity and retained earnings. |
| **Assessment Project:** Accounting Cycle—Financial Reporting Simulation | | |

Business Law 1 (#33) course--example:

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| **Instructional Unit:** Employment Law | | |
| **Topics (NBEA Standards):**   * Identify legislation that regulates employment conditions (e.g., Fair Labor Standards Act, Immigration Reform and Control Act, Employment Retirement Income Security Act, and Occupational Safety and Health Act). * Identify legislation that guarantees worker benefits (e.g., unemployment insurance, pension protection, workers’ compensation, and Social Security legislation). * Describe the collective bargaining process. | **Performance Indicators (MN Frameworks):**   * BM33.10.02 Analyze the role and importance of employment law. | **Benchmark(s):**   * BM33.10.02.03 Explain the rights and responsibilities associated with the collective bargaining process. * BM33.10.02.04 Explain the nature of workplace regulations (including OSHA and ADA). |
| **Assessment Project:** Presentation and panel discussion with union and management representatives | | |

Economics (#14) course--example:

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| **Instructional Unit:** Impact of Economic Systems on Markets and Prices | | |
| **Topics (NBEA Standards):**   * Demonstrate an understanding of the supply and demand curves that show increases and decreases in quantity supplied and quantity demanded. * Demonstrate an understanding of the supply and demand curves when there are increases and decreases in supply and demand and explain why those changes occur. | **Performance Indicators (MN Frameworks):**   * EC14.10.03 Analyze different forms of economic systems and how they address basic economic questions. | **Benchmark(s):**   * EC14.10.03.04 Graph and explain the interaction of demand and supply to establish equilibrium price, quantity, and movement of resources. |
| **Assessment Project:** Graph and analyze demand and supply changes | | |

Personal Finance (#18) course--example:

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| **Instructional Unit:** Saving and Investing | | |
| **Topics (NBEA Standards):**   * Explain why individuals should change their savings and investing plans throughout their life cycles. * Examine the fundamental workings of the Social Security System and the system’s effects on retirement planning. | **Performance Indicators (MN Frameworks):**   * AF18.10.02 Analyze the role of saving and investing on personal financial planning. | **Benchmark(s):**   * AF18.10.02.01 Compare and contrast the risk/ return trade-offs for saving and investing. * AF18.10.02.04 Develop and analyze long-term financial plans that incorporate home ownership, transportation, education, and retirement considerations. |
| **Assessment Project:** Develop a long-term saving and investment plan | | |

Entrepreneurship (#36) course--example:

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| **Instructional Unit:** Idea Generation for Product/Business Development | | |
| **Topics (NBEA Standards):**   * Design an innovative solution using design thinking principles. * Describe the value proposition for a product or service solution. * Refine an existing product or service based on opportunity gaps in the marketplace. | **Performance Indicators (MN Frameworks):**   * BM36.10.03 Apply creative thinking and conduct research to identify and evaluate business opportunities for their potential to succeed. | **Benchmark(s):**   * BM36.10.03.01 Demonstrate creative thinking approaches to identify new business opportunities and meet specific market needs. * BM36.10.03.04 Develop and present a proposal for a new product or business to meet identified market wants and needs. |
| **Assessment Project:** Develop a proposal for a new product or business | | |

Web Design 1 (#70) course--example:

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| **Instructional Unit:** Interactive JavaScript Coding | | |
| **Topics (NBEA Standards):**   * Research and apply accessibility guidelines and laws affecting website design. * Build dynamic web elements utilizing scripting, coding, and database integration. | **Performance Indicators (MN Frameworks):**   * IT70.10.07 Create JavaScript code to create responsive, interactive elements that improve user experience with a web site. | **Benchmark(s):**   * IT70.10.07.03 Create JavaScript code that obtains and validates input from an HTML form and produces output based on multiple data fields. |
| **Assessment Project:** Design an e-commerce order form web page | | |

Management 2 (#31) course--example:

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| **Instructional Unit:** Employee Performance Appraisals | | |
| **Topics (NBEA Standards):**   * Identify the two main types of employee appraisals. * Explain how an employee’s performance is evaluated. | **Performance Indicators (MN Frameworks):**   * BM31.10.04 Motivate and supervise personnel to achieve completion of projects while creating a supportive work environment. | **Benchmark(s):**   * BM31.10.04.03 Apply performance standards to evaluate employees. |
| **Assessment Project:** Conduct individual and team employee evaluations | | |