

# CHESHIRE PUBLIC SCHOOLS SUBJECT AREA SUMMARY SHEETS

## BUSINESS

### Curriculum Review Cycle Schedule

18-19	Implement III
19-20	Evaluation –Subcommittee is Formed
20-21	Analyze/Plan – Presentation to CCC
21-22	Implement I
22-23	Implement II

**SUBJECT/DEPARTMENT: BUSINESS**

**MISSION STATEMENT**

*Your mission should answer: Why? It provides clarity of purpose. Your mission gives focus to the question, 'Why does this curricular area exist?'*

To provide our students with the highest quality educational experiences in business concepts and skills, enabling them to meet the challenges of today's complex and changing environment, to compete effectively in the global marketplace.

## **PERFORMANCE STANDARDS**

Students who follow a comprehensive course of study in business education will:

### **Collaborative/Cooperative Worker**

- Demonstrate interpersonal, teamwork and leadership skills necessary to function in multicultural business settings.

### **Community Contributor**

- Function as financially literate citizens through the development of social, economic and consumer skills.
- Exhibit acceptable and ethical behaviors within our community and the business world while understanding the importance of working well with others in a diverse society.

### **Complex Thinker**

- Uses a variety of complex reasoning skills and analytical tools to demonstrate their understanding of business and personal financial concepts/issues.
- Utilize and evaluate learned concepts into meaningful life experiences.

### **Effective Communicator**

- Communicate effectively using a variety of communication strategies while understanding the importance of proper oral, written and technological communication in a variety of settings.

### **Knowledgeable Person**

- Integrates information and knowledge from all functional areas of business to form educated lifelong decisions.
- Develop higher education/career expectations related to interests in professional career choices.

### **Self Directed Learner**

- Students form independent inferences in order to: gain financial independence; set personal educational/career goals and develop the ability to participate in domestic and global business markets.

### **Skilled Information Processor**

- Gathers information independently, analyzes, articulates and applies that information as it relates to personal and business decision making.
- Select and apply the tools of technology as they relate to current business and higher educational standards.

**ANNUAL PROGRAM or DEPARTMENTAL GOALS/STRATEGIC PLANNING**  
**INITIATIVES BUSINESS**

*What are the goals for your program or department for this curriculum area for this year 2018-19?*

1. Prepare for the Business Department Five-Year Curriculum Council review.  
Review - What was - What Is - What Will Be  
Learn about the new curriculum review format (S. Parkhurst).
2. Present to the BOE the newly proposed full year Advanced Marketing course. The full year course will provide students and the teacher, the opportunity to expand the curriculum and make more real world connections while creating authentic projects. Students will also expand their knowledge as they compete through the DECA organization at the state and potentially national level.
3. Continue to work with the NEASC committees towards CHS goals and accreditation.
4. Continue to update department curriculum in the new Google format. Updates will reflect the most current instruction, assessment, and differentiation techniques which support student learning. Department members will continue to incorporate CPS and CHS initiatives of complex thinking and social and emotional learning.
5. PLC groups will continue to collaborate and make connections to our curriculum and classrooms in the areas of complex thinking and social and emotional learning. These may also be connected to SEED SLOs and IAGDs goals.
6. Discuss with the CHS administration the possibility of changing levels from CP to CCP in Accounting II and the new Advanced Marketing course.
7. Research the possibility of working with a community college including but not limited to Naugatuck Valley Community College on dual enrollment opportunities for our students as part of the College and Career Pathway program. We will include our administration, School Counseling Department and department members.

**Business Education**  
**What was, What is, What will be**

Prepared by: Cheshire High School Business Department  
 Date: December 2015

	<b>What was</b>
Curriculum, Objectives, Guides	Wide variety of Business courses are offered within the Business department Curriculum is connected and aligned with national, state and district standards Integration of business trends into course lessons. Essential Learnings Employ methods of challenging and differentiated instruction to meet the needs of all students in our non-leveled courses. Cheshire Curriculum Council Cheshire High School Performance Standards CHS and Business Department mission statement Connecticut Business and Finance Technology Curriculum Frameworks NBEA
Texts, Manipulatives, Technology	Contemporary Economics © 2008 Marketing Essentials ©2002 Sports and Entertainment Marketing © 2001 Business Principles and Management © 2008 NEFE Financial Planning Program © 2006 International Business © 2001 Preparing for Career Success © 2000 Accounting © 2006 Computer Applications in Keyboarding © 2010 Learning Microsoft Office 2003 © 2004 Word 2003 © 2004 Skateboards, Inc., An Integrated Microsoft Office Simulation © 2007 Introduction to law (4 <sup>th</sup> Ed.) © 2010 Business Law (Business 2000) © 2002 Law for Business and Personal Use (17 <sup>th</sup> Ed.) © 2006 Financial Accounting (9 <sup>th</sup> Ed.) © 2005 Century 21 South-Western Accounting –General Journal (8Ed.) © 2006 Newspapers, magazines, internet based research, checking account simulation, accounting simulation, SMARTBoard applications. SMARTBoards, Computer Labs, Microsoft 2003 software, Mobile Lab, Document Cameras, LCD Projectors, TV and DVD Players and Video Camera
Organizing for Instruction	Informal collaboration focused on common assessment objectives Graphic organizers and unit outlines to guide pacing and sequence decisions Individual lesson planning
Assessment	Common summative assessments by subject area A variety of rubrics that align with the CHS performance standards Authentic assessments emphasizing individual student growth and learning. Hands on and real world assessments that provide connections to the outside world.
Professional Development	Reviewing CCC feedback Essential learnings Professional growth plans Attend Professional conferences Attend content specific workshops and seminars Active members of state and national organizations Professional learning communities

Revised 12-15

**Business Education**  
**What was, What is, What will be**

**Prepared by: Cheshire High School Business Department (Susan Zwick, Department Leader)**

	<b>What is</b>
Curriculum, Objectives, Guides	<ul style="list-style-type: none"> <li>• Increase rigor and provide relevant activities to enhance critical thinking and problem solving skills</li> <li>• Enhance communication regarding curriculum with parents and students by the use of focus groups</li> <li>• Increase the use of classroom feedback to improve instruction</li> <li>• Use of Google applications to incorporate 21<sup>st</sup> century skills into the business curriculum</li> </ul>
Texts, Manipulatives, Technology	<ul style="list-style-type: none"> <li>• Create opportunities using Google docs for students to share work with peers and teachers</li> <li>• Increase the use of Google applications to enhance teacher collaboration</li> <li>• When available, use g-mail to as a communication tool</li> <li>• Update Microsoft Office Suite to 2010 to align with 21<sup>st</sup> century skills</li> <li>• Update texts, computer software and hardware on a regular basis</li> <li>• Work with CPS Webmaster to create department/teacher website</li> </ul>
Organizing for Instruction	<ul style="list-style-type: none"> <li>• Develop lessons that allow for differentiated instruction to reach all learning styles</li> <li>• Use technology to enhance instruction and create a more hands on learning environment</li> <li>• Invite speakers to provide connections to the business world</li> <li>• Develop department brochure to communicate course offerings</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Ongoing review of common assessments using data arrived through collaboration to improve student learning</li> <li>• Create common formative assessments to assist students and teachers identify areas of focus</li> <li>• Use formative assessments to provide immediate feedback to students and teachers to adjust instruction</li> <li>• Emphasize use of formative assessments to afford students the opportunity to take an active part in their learning</li> <li>• Revise rubrics to focus on essential learning</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>• Create professional development opportunities to support use of technology, best teaching practices and differentiated instruction</li> <li>• Allow collaboration among department to share best practices, student work and integration of technology</li> <li>• Increase time to meet and plan with other teachers/departments to develop cross-curriculum learning</li> <li>• Learn more about Inform and how to use data to enhance instruction and improve student learning</li> </ul>

Revised 12-15

**Business Education**  
**What was, What is, What will be**

Prepared by: CHS Business Department (Department Leader-Susan Zwick)

	<b>What will be</b>
Curriculum, Objectives, Guides	<ol style="list-style-type: none"> <li>1. Completely update and maintain all components of Atlas for each course curriculum (June 2018)</li> <li>2. Add AP/ECE Economics to the list of business courses taught and develop the curriculum (June 2016-2018)</li> <li>3. Continue membership with Accounting Bridge Program to explore future creation of an AP Accounting course</li> <li>4. Explore Community College credit for Microsoft Office I and II (June 2017/18)</li> <li>5. Update Business Department Website to include a department member list, courses taught, course descriptions, clubs and organizations (2018)</li> </ol>
Texts, Manipulatives, Technology	<ol style="list-style-type: none"> <li>1. Maintain and update all Business Department computer labs</li> <li>2. Continually update Microsoft Office to the current version</li> <li>3. Replace existing textbooks with updated versions as needed</li> <li>4. Discuss options with IT to strengthen the WiFi connections</li> <li>5. Explore the possibility of enabling printing of student work from Chromebooks</li> <li>6. Install Lanschool for all computers and devices</li> </ol>
Organizing for Instruction	<ol style="list-style-type: none"> <li>1. Incorporate knowledge obtained from Google Applications and Google Educator Certification into applicable classroom instruction</li> <li>2. Develop AP/ECE Economics curriculum (June 2016-18)</li> <li>3. Continue to develop and implement strategies on differentiating instruction to meet the needs of our diverse learners</li> </ol>
Assessment	<ol style="list-style-type: none"> <li>1. Obtain feedback from department members who are involved in the CHS Performance Standards sub-committee to revise selected assessments to align with CHS Performance Standards</li> <li>2. Add differentiated assessment options in Atlas to challenge and support students at all learning levels (June 2018)</li> <li>3. Utilize technology for immediate feedback during formative assessments</li> </ol>
Professional Development	<ol style="list-style-type: none"> <li>1. Integrate Google Applications into applicable courses as a tool to organize and connect with students as the complete curriculum assessments, tasks and assessments</li> <li>2. Develop professional learning communities to create common curriculum goals, learning activities and assessments to improve student learning</li> <li>3. Annually Visit local businesses to observe current practices and trends, to better prepare of students</li> <li>4. Visit 2 other high school business departments to share and explore curriculum ideas</li> </ol>

Rev 12-15

**TEXTBOOK INFORMATION**

**SUBJECT/DEPARTMENT: BUSINESS (all high school level)**

<b>Level/Course</b>	<b>Curriculum Last Update</b>	<b>Title of Textbook Used</b>	<b>Date of Publication</b>
Introductory Accounting, CP	2015	Century 21 Accounting: General Journal 10 <sup>th</sup> ed.	2014
Advanced Accounting, CP	2015	Financial Accounting 15th ed. Warren/Reeve/Duchac.	2017
Marketing I, CP (Advertising & Sales I)	2015	Marketing Essentials 2016	2016
Marketing II, CP (Advertising & Sales II)	2015	Marketing Essentials 2016 Sports and Entertainment Marketing	2016 2001
Business Ownership and Management, CP	2015	Business Principles and Management	2008
Cadet Teaching, CP	2017	Website resources i.e. CSDE, CCT	Current
Computer Essentials/Word Processing, CP	2015	Word 2010 Benchmark Series Fundae Sundaes: A MS Word Practice & Assessment Simulation Century 21 Computer Applications and Keyboarding	2010 2013 2010
Computer Essentials, CP	2015	Century 21 Computer Applications 9 <sup>th</sup> ed.	2010
Career Development, CP	2015	Working 5th ed. Website resources	2013 Current
AP/ECE Economics	2016	Economics, AP Edition	2015
Economics, CCP	2015	Contemporary Economics	2008
ECE Economics 1000	New course as of 18-19	Issues in Economics Today, by Robert C. Guell, 8 <sup>th</sup> Edition, McGraw Hill	2018
International Business, CP	2015	International Business 4E	2011
Investing for Financial Success, CP	2015	Personal Finance Website resources	2007 Current
Microsoft Office I & II, CP	2015	Microsoft Office 2010 The Office Specialist.com The Restaurant Entrepreneur Popcorn Cinema Office Simulation	2011 2014 2017
Personal Finance, CP	2015	NEFE's High School Financial Planning Program booklet	2001
Advanced Personal Finance, CP	2015	Foundations of Personal Finance	2010
Principles of Law, CP	2015	Law for Business and Personal Use, 17 <sup>th</sup> Ed. Business Law 21 <sup>st</sup> Century	2006 2011