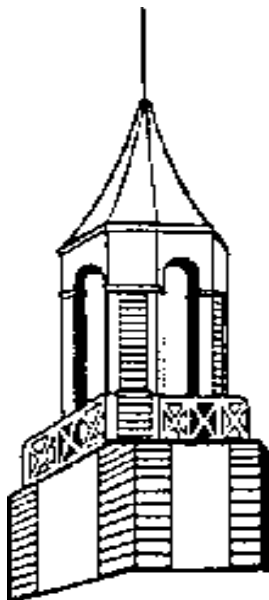


**BUSINESS  
COURSE OF STUDY  
2003**



**CHAGRIN FALLS EXEMPTED VILLAGE SCHOOLS**  
400 East Washington Street  
Chagrin Falls, Ohio 44022

**THE BUSINESS COURSE OF STUDY**

has been approved

by the

Chagrin Falls Board of Education

on

May 19, 2003

Resolution #03-032

## **ACKNOWLEDGEMENTS**

The development of the Business Course of Study reflects the efforts of the Chagrin Falls Schools' business department. Revisions of this course of study entailed a commitment of time and cooperation of all members. Time was spent researching national standards, reviewing other districts' Courses of Study, writing and revising this Course of Study, and coordinating the scope and sequence of the Business Program. The dedication of these teachers who served on the Business Course of Study committee is deeply appreciated. Special thanks are given to the following individuals:

Cindy Henderson  
Todd Peltz

The following parent assisted in the development of the Business Course of Study. The Chagrin Falls Exempted Village School District is proud of our partnership with the talented parents of its students:

Jeff Allen

Our thanks goes to our representative from Mayfield Career Development Center, Marsha George. She brought a working knowledge of model business curricula and a look to the future.

Sharon M. Klimm,  
Assistant Superintendent

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# **PHILOSOPHY OF THE CHAGRIN FALLS EXEMPTED VILLAGE SCHOOLS**

Education is a lifelong process. We, the Chagrin Falls Board of Education, as the elected body being legally responsible for the public school portion of that education, subscribe to the following philosophy:

We recognize an obligation to organize and administer the educational program in a manner compatible with a democratic society. We recognize that the unique responsibility of the schools is to pass along a fund of knowledge; and in order to meet this goal, to provide enriched conditions which foster academic excellence and individual growth. We recognize that all persons in our school community have rights and responsibilities that are inherent within that society. We believe that our school system should educate toward responsibility and responsiveness.

We recognize that students differ in their physical, intellectual, emotional, and social growth and in the way they develop these aspects. We believe that the school must play a primary role in the students' education and that educational goals grow out of the needs of individuals.

We believe that students bring together different abilities, talents, and backgrounds. Intellectual growth will flourish in an environment of trust, respect, and teamwork. The school should strive to heighten the students' appreciation of the cultural and individual diversity within the human family.

We believe that students need the freedom to question and should be encouraged to use independent, reflective, and critical thinking. They should have the opportunity to exercise independent judgment by making decisions about their education in addition to following standardized requirements.

We believe that students should understand their relationship to the community, the country, and to the world. Our schools should provide meaningful opportunities for students to become familiar with, and react to, a segment of society outside of their own community.

We believe the education received in Chagrin Falls should fit the students' needs for supporting themselves in the future by preparing for further academic study and vocational opportunities.

We believe objectives and procedures of all educational programs are dynamic rather than static and must change to meet new conditions in an ever-changing world. We should consider changes in the educational program because of their demonstrated worth.

# CHAGRIN FALLS EXEMPTED VILLAGE SCHOOLS DISTRICT GOALS

The Chagrin Falls Board of Education is committed to quality education as its top priority. The mission of the Chagrin Falls Schools is to provide a comprehensive range of learning opportunities through which students, staff and community, in partnership, can develop each student's knowledge, confidence and responsibility leading to individual success and lifelong learning.

The Board defines a quality education as one that prepares the student to compete effectively in any chosen endeavor. Consideration will be given to the academic, social, cultural, physical, practical and emotional development of students in an integrated effort to equip them with a set of functional life skills.

The Chagrin Falls Board of Education will establish district goals, set policy, monitor progress, and prioritize its instructional, human, and financial resources to ensure accomplishment of its educational mission and defines the following goals:

- ◆ Establish standards for student achievement in the areas of:
  - ◆ Achievement relative to ability;
  - ◆ Identification and achievement of personal goals and feelings of positive self-worth in each student;
  - ◆ Development of an understanding of the world, its people and the student's role and responsibilities toward others;
  - ◆ Development of well-rounded individuals;
  - ◆ Development and implementation of marketing strategies to assure district competitiveness in the areas of college acceptance and other post-secondary options;
  - ◆ Academic and social behaviors that support student achievement;
  - ◆ Technology.

- ◆ Establish standards of teacher effectiveness in the areas of:
  - ◆ Professional and personal growth;
  - ◆ Development and implementation of stimulating lessons;
  - ◆ Development and use of articulate and correct language in all phases of student and employee communication;
  - ◆ Instruction encompassing higher-level thinking and problem-solving skills for all students;
  - ◆ Integration of curricula;
  - ◆ Identification of individual learning styles and adaptation of teaching methods in order to reach all students.
  
- ◆ Establish a plan and allocate sufficient resources to provide support services for the educational mission, including:
  - ◆ A safe environment;
  - ◆ An efficient transportation system;
  - ◆ Healthy and appetizing food service;
  - ◆ Professional development of classified employees;
  - ◆ Up-to-date instructional equipment and supplies;
  - ◆ Specialized services to meet individual student requirements.

- ◆ Establish a long-term facility plan to ensure:
  - ◆ Facilities that will enhance the educational program;
  - ◆ Maintenance and preservation of the community's investment in district facilities, grounds and equipment.
  
- ◆ Establish working relationships and communication networks within the community to ensure:
  - ◆ Identification of citizen, Board, parent, and student educational goals;
  - ◆ Commitment of citizens, Board, parents and students to ongoing support of the educational mission of the schools.
  
- ◆ Establish standards for administrator effectiveness in the areas of:
  - ◆ Fiscal management;
  - ◆ Personnel recruitment and development;
  - ◆ Policy development;
  - ◆ Curriculum development and coordination;
  - ◆ Implementation of district goals;
  - ◆ Appropriate educational offerings for all students;
  - ◆ Effective communications with all sectors of the school community.

# ORGANIZATION OF THE BUSINESS COURSE OF STUDY

The Business Course of Study is divided into five courses: Accounting I, Accounting II, Business Law, Business Principles and Management, and Marketing. Each Course is organized into Benchmarks, Indicators, Reference Code, Clarification, Resources/Suggestions, and Suggested Pacing.

The **Benchmarks** column is the big idea or major concept that students should understand. The **Indicators** delineate the understandings students need to build the major concept (Benchmark). Many of the Benchmarks and Indicators in the Business Course of Study come from the National Standards for Business Education (2001). Business educators and professionals developed the Standards to guide curriculum expectations.

The Benchmarks and Indicators that come from the National Standards are noted with symbols in the Reference (REF.) column. The Roman numeral listed first indicates the number of the Benchmark as it is organized in the National document. The ordinal number is the number of the Indicator, as it is organized within the National Benchmark. The Indicators that do not have references are those originated by the Chagrin Falls staff that incorporate valuable understandings not included in the National Standards.

The Indicators marked with an **asterisk (\*)** are ones that lend themselves well to differentiation. These Indicators allow more room for student choice, creativity, and deeper and more complex understandings. Even though only some of the Indicators have an \*, the teacher may develop varied levels of content, activities and modes of student production with any Indicator, as student needs dictate.

The **Clarifications** column provides information related to its adjoining Indicator. The information generally serves one of these purposes: (1) defines terms or concepts, (2) sets parameters for teaching broadly described concepts, (3) explains what students will do when they understand a particular concept, and (4) describes background knowledge needed to understand the concept. The Business Curriculum Committee members developed the contents of the Clarification column.

The contents of the **Suggestions/Resources** column, also developed by Committee members, provide ideas for teaching the related Indicator. Ideas include: guest speaker, textbook pages, web site addresses, project ideas, and student activities. These are suggestions only. The teacher enacting the curriculum with students must decide what resources to use with his/her students.

Finally, the **Suggested Pacing** column provides a guideline as to the amount of time a teacher may plan to teach a particular indicator. This, of course, would be modified to meet the needs of the particular students a teacher has.

## **BUSINESS EDUCATION PHILOSOPHY**

The Chagrin Falls Board of Education strives to prepare students to realize their potential as contributing members of a changing society. The Business Course of Study addresses this goal by outlining what fundamentals of business students should know and be able to do to realize their potential in further education, their careers and in their personal lives.

## **BUSINESS EDUCATION GOALS**

1. Business education will prepare students with a foundation to continue in college or technical schools as business students.
2. Business education will prepare students for post-secondary careers requiring a business background so they may enter the work force with entry-level skills.
3. Business education will help students develop an awareness of career preparation and educational experience needed in the various business fields.
4. Business education will prepare students with a vocabulary of business and economic terms that will aid in understanding current business and financial matters.
5. Business education will familiarize students with how technology is used in business.
6. Business education will prepare students with the skills they need to present themselves and their ideas successfully.

# **ACCOUNTING I OVERVIEW**

Students enrolled in Accounting I will learn basic accounting concepts and about careers in the accounting profession. The accounting principles practices, and procedures for a sole proprietorship will be discussed. Students will learn the concepts and practices of cost accounting using both traditional bookkeeping and computer software.

# ACCOUNTING I

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Complete and explain the purpose of the various steps in the accounting cycle for a business organized as a sole proprietorship.	1. Define accounting and explain the purpose of the accounting system.	I 1	Accounting as planning, recording, analyzing, and interpreting financial information.		2 days
”	2. Classify items as assets, liabilities, or owner’s equity.	I 4	Asset- Anything of value. Liability-Amount owed by a business. Owner’s Equity-Value of assets after subtracting liability.		2 days
”	3. Demonstrate an understanding of the fundamental accounting equation.	I 3	Assets = Liabilities + Owner’s Equity		1 day
”	4. Prepare a balance sheet for a service business organized as a proprietorship from information in an accounting equation.	I 6			2 days
”	5. Describe the purposes of the revenue, expense and drawing accounts and illustrate their effect on owner’s equity.	I 5			1 day

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
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Key to Reference Column:  
 Line 1: National Benchmark  
 Line 2: Indicator under National Benchmark

# ACCOUNTING I

Complete and explain the purpose of the various steps in the accounting cycle for a business organized as a sole proprietorship (cont.)	6. Use T accounts to analyze transactions showing which accounts are debits or credits for each transaction.		T Account- device used to analyze transactions.	Page 42 Accounting Text	4 days
”	7. Analyze transactions into debit and credit parts.				2 days
”	8. Explain the purpose of the journal and the process of journalizing business transactions.				4 days
”	9. Explain the double-entry system of accounting and apply debit and credit rules when analyzing business transactions.	I 7	Recording of debit and credit parts of a transaction.		1 day
”	10. Record transactions to set up a business in a five-column journal.				2 days
”	11. Prove and rule a five-column journal and prove cash.			Page 82 Accounting Text	2 days

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
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Key to Reference Column:

Line 1: National Benchmark

Line 2: Indicator under National Benchmark

# ACCOUNTING I

Complete and explain the purpose of the various steps in the accounting cycle for a business organized as a sole proprietorship (cont.)	12. *Analyze business transactions using source documents and describe the effect on the accounting equation.	I 6	Source Document- Business paper from which information is obtained for a journal entry.		4 days
”	13. Prepare a chart of accounts for a service business organized as a proprietorship.			Page 98 Accounting Text	2 days
”	14. Explain the purpose of a ledger account and post information from the journal to the ledger.	I 10	Posting- transferring information from journal entry to a ledger account		2 days
“	15. Explain the role and responsibilities of an accountant in a professional setting. Describe preparation required for one to become an accountant.		Guest speaker		1 day
<b>BENCHMARK</b>	<b>INDICATOR</b>	<b>REF.</b>	<b>CLARIFICATION</b>	<b>RESOURCES/ SUGGESTIONS</b>	<b>SUGGESTED PACING</b>
Complete and explain the purpose of the various steps in the accounting cycle for a business organized as a sole proprietorship (cont.)	16. Identify accounting concepts and practices related to posting from a journal to a general ledger.	I 9			2 days

Key to Reference Column:

Line 1: National Benchmark

Line 2: Indicator under National Benchmark

# ACCOUNTING I

”	17. Post column totals from a journal to a general ledger.			Reinforcement Activity 1. Part A. Page 151	2 days
”	18. Define accounting terms related to a work sheet for a service business organized as a proprietorship.		Worksheet- columnar accounting form used to summarize the general ledger.	Page 157	5 days
”	19. Explain the purpose of adjusting entries.	I 12		Page 160	2 days
”	20. *(Analyze the trial balance to determine the necessary adjustments (accruals and deferrals) to prepare financial statements.	I 13			3 days
”	21. *Analyze the relationship of the journal to the ledger.				4 days
”	22. *Evaluate the effect of adjusting entries on financial statements.	I 17			3 days
<b>BENCHMARK</b>	<b>INDICATOR</b>	<b>REF.</b>	<b>CLARIFICATION</b>	<b>RESOURCES/ SUGGESTIONS</b>	<b>SUGGESTED PACING</b>

Key to Reference Column:

Line 1: National Benchmark

Line 2: Indicator under National Benchmark

# ACCOUNTING I

Complete and explain the purpose of the various steps in the accounting cycle for a business organized as a sole proprietorship (cont.)	23. Prepare an income statement for a service business organized as a proprietorship and analyze an income statement, using component percentages.		Statement showing the revenue and expenses for a fiscal period.	Page 166	2 days
”	24. Record closing entries for a service business organized as a proprietorship.			Page 202	3 days
”	25. *Prepare a trial balance and explain its uses and limitations.	I 11			2 days
”	26. Explain the purposes of the closing process and journalize the post closing entries	I 15			3 days
”	27. Prepare and explain the purposes of each financial statement and describe the way they articulate with each other.	I 14		Reinforcement activity 1. Part B Page 222	3 days

BENCHMARK	INDICATOR	REF	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
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Key to Reference Column:  
 Line 1: National Benchmark  
 Line 2: Indicator under National Benchmark

# ACCOUNTING I

Apply generally accepted accounting principles to determine the value of assets, liabilities, and owner's equity.	28. Define cash; prepare bank reconciliations; establish, maintain, and reconcile petty cash and change accounts; identify cash control techniques; explain the benefits of electronic fund transfers, automated teller machine transactions, electronic data interchange, automated bill paying, and uses of a debit card.	II 2			7 days
”	29. Define and identify current and long-term assets and explain their impact on financial statements.	II 1			3 days
”	30. Use spreadsheet or accounting software to maintain accounting records for short-term and long-term assets.	II 9		Accounting sole proprietorship. Accounting simulation.	15 days

Key to Reference Column:  
 Line 1: National Benchmark  
 Line 2: Indicator under National Benchmark

# **ACCOUNTING II OVERVIEW**

Students enrolled in Accounting II will learn advanced accounting concepts and about careers in the accounting profession. The accounting principles, practices and procedures for a partnership and corporation will be discussed. The student will be able to prepare an accounting project outlining accounting procedures followed by a business.

## ACCOUNTING II

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Apply generally accepted accounting principles to determine value of assets, liabilities and owner's equity.	1. Create and maintain the accounts receivable subsidiary ledger and an account for credit sales	II 3	A ledger that is summarized in a single general ledger account.		4 days
”	2. Apply appropriate accounting techniques for uncollectible accounts.	II 4	Accounts receivable that cannot be collected.		3 days
”	3. Establish and maintain accounts for receivables and related interest.	II 5			2 days
”	4. *Compare and evaluate inventory concepts and costing procedures and apply these concepts and procedures to a merchandising business.	II 6		Page 230	3 days
”	5. Explain the purpose of depreciation.	II 7	Writing off a portion of an asset's value.		3 days
”	6. Apply appropriate accounting concepts and techniques for acquisition, depreciation, and disposal of property, plant, and equipment.	II 8			3 days
”	7. Use accounting software to maintain accounting records for a business organized as a partnership.	II 9			8 days

Key to Reference Column

Line 1: National Benchmark

Line 2: Indicator under National Benchmark

## ACCOUNTING II

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Apply generally accepted accounting principles to determine value of assets, liabilities and owner's equity (cont).	8. Compute and compare the cost basis and fair value of assets.	II 12			2 days
”	9. *Compare and analyze various depreciation methods and their impact on financial statements.	II 14	Straight line declining balance.		2 days
”	10. Use appropriate accounting concepts and techniques to analyze and record repairs and improvements of plant and equipment and exchange of equipment.	II 15			4 days
”	11. Define intangible assets and account for their acquisition, amortization, and disposal.	II 16			3 days
”	12. Define and identify current and long-term liabilities and explain their impact on financial statements.	II 20	Current-Due within one year. Long Term-Owed for more than one year.		2 days
”	13. Create and maintain the accounts payable subsidiary ledger.	II 21		Page 280	3 days

Key to Reference Column

Line 1: National Benchmark

Line 2: Indicator under National Benchmark

## ACCOUNTING II

BENCHMARK	INDICATOR	REF	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Apply generally accepted accounting principles to determine value of assets, liabilities & owner's equity (cont.).	14. Explain the purpose of notes payable; establish and maintain accounts for payables and related interest.	II 22	Promissory notes signed by a business and given to a creditor.		2 days
”	15. Explain the purpose of the capital and drawing accounts for a partnership.	II 30			2 days
”	16. Apply appropriate accounting techniques to account for investments and withdrawals by owners.	II 32			3 days
Prepare, interpret and analyze financial statements using manual and computerized systems for a business.	17. *Analyze the statement of cash flows by comparing it with previous statements.	III 2	Statement that states the cash flows of a business.		3 days
”	18. Use accounting software to evaluate the impact of changes in operating procedures, accounting methods, and estimates on the financial statement ratio.	III 3			5 days

Key to Reference Column

Line 1: National Benchmark

Line 2: Indicator under National Benchmark

## ACCOUNTING II

BENCHMARK	INDICATOR	REF	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Prepare, interpret and analyze financial statements using manual and computerized systems for a business (cont.).	19. Use accounting software to prepare charts and graphs useful in analyzing the financial condition of the business.	III 4			5 days
”	20. *Explain the importance of high ethical standards in the preparation of financial statement.	III 5		Guest Speaker	1 day
”	21. Identify and define three basic business activities	III 7	Operating Investing Financing		1 day
”	22. Prepare a statement of cash flows.	III 8		Page 295	2 days
”	23. Determine cost of goods sold and gross profit for a merchandising business.	III 13	Price a business pays for goods it purchases to sell.		2 days
Apply appropriate accounting principles to payroll, income taxation, managerial systems, and various forms of ownership.	24. Prepare and maintain payroll records using manual and computerized systems.	IV 5		Page 302  Guest speaker	3 days

Key to Reference Column

Line 1: National Benchmark

Line 2: Indicator under National Benchmark

## ACCOUNTING II

BENCHMARK	INDICATOR	REF	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Apply appropriate accounting principles to payroll, income taxation, managerial systems, and various forms of ownership. (cont.)	25. Calculate earnings at an hourly and piece rate and on a salary, commission, and salary/commission basis.	IV 6		Page 304	4 days
”	26. Calculate deductions including federal income tax, Social Security tax, Medicare tax, state income tax, and other deductions to determine net pay.	IV 7		Page 344	4 days
”	27. Calculate employer’s payroll taxes and employee benefits paid by the employer	IV 8	e.g. Social Security, federal unemployment, and state unemployment		4 days
”	28. Prepare federal, state, and local payroll reports.	IV 9			5 days

Key to Reference Column  
 Line 1: National Benchmark  
 Line 2: Indicator under National Benchmark

# **BUSINESS LAW OVERVIEW**

Students enrolled in Business Law will learn basic concepts related to criminal and contract law and legal rights as a consumer. Students will also understand their rights as employees and the legal aspects of marriage, borrowing money, buying on credit and renting property.

# BUSINESS LAW

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.	1. *Describe how to develop an ethical and legal lifestyle.	I 7			3 days
”	2. Identify consequences of unethical and illegal conduct.	I 6	<ul style="list-style-type: none"> <li>• Greatest Good</li> <li>• Golden Rule</li> </ul>		1 day
”	3. *Describe how ethical decisions are made.		<ul style="list-style-type: none"> <li>• Feelings and Opinions</li> </ul>		2 days
”	4. List the most common sources of the law.	I 8	<ul style="list-style-type: none"> <li>• Federal and State Constitutions</li> <li>• English Common Law</li> <li>• Statutes</li> <li>• Case Law</li> <li>• Administrative Law</li> </ul>		2 days
”	5. Explain the way social forces may sometimes conflict.	I 9	Moral Issues Example: A. Bertion	Social conflict essay	1 day

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
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Key to Reference Column:  
 Line 1: National Benchmark  
 Line 2: Indicator under National Benchmark

# BUSINESS LAW

Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law. (cont.)	6. Determine how courts make law and explain the role of precedent in the legal system.	I 20		Page 17 Text	2 days
”	7. Define different types of business crime (e.g., arson, forgery and embezzlement).	I 50	<ul style="list-style-type: none"> <li>• Larceny</li> <li>• Bribery</li> <li>• Computer Crimes</li> </ul>		3 days
”	8. Determine several defenses to criminal acts (e.g., insanity defense and self-defense).	I 51	<ul style="list-style-type: none"> <li>• Insanity defense</li> <li>• Self-defense</li> </ul>		1 day
”	9. Distinguish between a tort and a crime.	I 52	<ul style="list-style-type: none"> <li>• Crime: Wrong against society.</li> <li>• Tort: Interference with one’s enjoyment of life.</li> </ul>		2 days
”	10. *Differentiate between and give examples of negligence and intentional torts.	I 53			2 days
”	11. Explain the concepts of the reasonable person test and proximate cause.	I 54			1 day

BENCHMARK	INDICATOR	REF	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
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Key to Reference Column:  
 Line 1: National Benchmark  
 Line 2: Indicator under National Benchmark

# BUSINESS LAW

Analyze the relationship between ethics and the law and describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law. (cont.)	12. Explain the concept of strict liability and describe circumstances under which it is imposed.	I 55	<ul style="list-style-type: none"> <li>• Handling of explosives or wild animals.</li> </ul>		1 day
”	13. Describe the penalties available in criminal law and the remedies available in tort law.	I 56	Criminal Law <ul style="list-style-type: none"> <li>• Fines</li> <li>• Jail</li> </ul> Tort Law <ul style="list-style-type: none"> <li>• Money judgment</li> <li>• Injunction</li> </ul>		4 days
Analyze the relationships between contract law, law of sales and consumer law.	14. Explain the six elements of a contract.	II 2	<ol style="list-style-type: none"> <li>1. Offer</li> <li>2. Acceptance</li> <li>3. Genuine Agreement</li> <li>4. Capacity</li> <li>5. Consideration</li> <li>6. Legality</li> </ol>	Student create sample contract	5 days
”	15. Explain how offer and acceptance can create contractual rights and duties.	II 4			2 days
”	16. *Determine whether or not an agreement is definite enough to be enforced as a contract.	II 5			2 days
<b>BENCHMARK</b>	<b>INDICATOR</b>	<b>REF.</b>	<b>CLARIFICATION</b>	<b>RESOURCES/ SUGGESTIONS</b>	<b>SUGGESTED PACING</b>

Key to Reference Column:

Line 1: National Benchmark

Line 2: Indicator under National Benchmark

## BUSINESS LAW

Analyze the relationships between contract law, law of sales and consumer law. (cont.)	17. Differentiate between the ways that assent can be undermined (e.g., fraud, nondisclosure, misrepresentation, mistake, duress, and undue influence).	II 6	Fraud, nondisclosure, misrepresentation, mistake, duress, and undue influence.		2 days
”	18. Explain a minor’s right to avoid a contract.	II 8			2 days
”	19. Differentiate between classes of contracts (e.g., bilateral and unilateral, express and implied, and oral and written).	II 3	Bilateral and unilateral, express and implied, and oral and written.		3 days
”	20. Distinguish between a sale of goods and other transactions relating to goods.	II 20			2 days
”	21. Describe the Uniform Commercial Code (UCC).	II 21	Collection of laws that govern the various types of business transactions.		1 day
”	22. *Discuss the issue of taxation and e-commerce.	II 24		Article summary	1 day
”	23. Identify legislation that regulates consumer credit and electronic credit transactions.	II 37	Fair Credit Reporting Act, Fair Credit Billing Act, Equal Credit Opportunity Act, Fair Credit Collection Practices Act, and Consumer Credit Protection Act.		3 days
<b>BENCHMARK</b>	<b>INDICATOR</b>	<b>REF</b>	<b>CLARIFICATION</b>	<b>RESOURCES/ SUGGESTIONS</b>	<b>SUGGESTED PACING</b>

Key to Reference Column:

Line 1: National Benchmark

Line 2: Indicator under National Benchmark

## BUSINESS LAW

Analyze the relationships between contract law, law of sales and consumer law. (cont.)	24. Discuss consumer protection legislation.	II 38	Federal Trade Commission Act, Consumer Product Safety Act, and Consumer Leasing Act.	Guest speaker	3 days
Explain the legal rules that apply to personal property and real property.	25. List different methods by which property is acquired.	V 2			2 days
”	26. Identify the forms of co-ownership of personal property.	V 3			2 days
”	27. Explain how a bailment is created and describe the standards of care different bailees are required to exercise over bailed property.	V 4	Bailout transfer of possession and contract of personal property.		2 days
”	28. Distinguish between an ordinary bailment and a special bailment.	V 5			1 day
”	29. List and describe the forms of co-ownership of real property.	V 14	Tenancy in common; Joint Tenancy		1 day
”	30. *Illustrate the method of transferring title (deeding) to real property	V 15		Guest speaker	1 day
<b>BENCHMARK</b>	<b>INDICATOR</b>	<b>REF.</b>	<b>CLARIFICATION</b>	<b>RESOURCES/ SUGGESTIONS</b>	<b>SUGGESTED PACING</b>
Explain the legal rules that apply to personal property and real property. (cont.)	31. Describe the kinds of rental relationships that landlords and tenants may create.	V 16			2 days

Key to Reference Column:

Line 1: National Benchmark

Line 2: Indicator under National Benchmark

## BUSINESS LAW

Analyze the functions of commercial paper, insurance, secured transactions and bankruptcy.	32. Describe stop-payment orders.	VI 6			1 day
”	33. Explain the contractual relationship between a bank and its customers.	VI 5		Interview with Bank	2 days
”	34. Describe the legal effect of forgeries and material alterations.	VI 7		SRO	2 days
”	35. *Describe and discuss the various aspects of bankruptcy.	VI 39	Chapter 7-Liquidation; Chapter 11-Reorganization, Chapter 13-Reorganization of Debts		2 days
”	36. *Compare the differences between voluntary bankruptcy and involuntary bankruptcy cases.	VI 40		Bankruptcy solution paper	1 day

<b>BENCHMARK</b>	<b>INDICATOR</b>	<b>REF.</b>	<b>CLARIFICATION</b>	<b>RESOURCES/ SUGGESTIONS</b>	<b>SUGGESTED PACING</b>
Explain the legal rules that apply to marriage, divorce and child custody.	37. Define marriage and explain the right and obligations that are involved in marriage.	IX 1	Support; Right to Property; File Joint Tax Return		2 days
”	38. Contrast the age requirements for marriage under the laws of different states and other countries.	IX 2			1 day

Key to Reference Column:

Line 1: National Benchmark

Line 2: Indicator under National Benchmark

## BUSINESS LAW

”	39. Identify the issues and concerns that might be included in a prenuptial agreement.	IX 3			1 day
”	40. Identify the types of marriages that are prohibited by law.	IX 5	Related by blood or marriage		2 days
”	41. Distinguish between common law and ceremonial marriages.	IX 4			1 day
”	42. Contrast annulment, divorce and dissolution proceedings.	IX 8			2 days
”	43. Explain some of the typical grounds for divorce.	IX 9	Adultery, cruelty		3 days
”	44. Describe the law as it relates to the distribution of property in a divorce.	IX 10			1 day

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Determine the appropriateness of wills and trusts in estate planning.	45. Define testamentary capacity and testamentary intent.	X 1			2 days
”	46. Identify the requirements necessary for a valid will.	X 2			1 day
”	47. *Distinguish between signing, attesting and publishing a will.	X 3		Students create a will	1 day

Key to Reference Column:

Line 1: National Benchmark

Line 2: Indicator under National Benchmark

## BUSINESS LAW

”	48. Explain how a will may be modified or revoked.	X 4			2 days
”	49. Explain what happens to a decedent’s estate when a person dies without a will.	X 6		Guest speaker (lawyer)	1 day
”	50. Distinguish between the protection given to spouses and to children under the law of wills.	X 5			1 day

Key to Reference Column:  
 Line 1: National Benchmark  
 Line 2: Indicator under National Benchmark

# **BUSINESS PRINCIPLES AND MANAGEMENT OVERVIEW**

Students enrolled in Business Principles and Management will learn basic concepts of time and financial management. Different management theories will be explored. The student will also learn the responsibilities of levels of management in a business.

# BUSINESS PRINCIPLES AND MANAGEMENT

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Analyze the management functions and their implementation and integration within the business environment	1. Explain what business planning is and why it is done.	I 1		Essay  Set goals for business	5 weeks
	2. Describe the decision-making process used in business.	I 2			
	3. *Discuss the importance of vision, mission, and goal setting within the context of the business environment	I 4			
	4. Describe the role of the strategic planning process.	I 5			
	5. Analyze a business plan.	I 6			
	6. Explain how management uses various resources in the organizing process to accomplish goals.	I 12			
	7. Describe how the organization provides accountability by delegating authority and assignment responsibility	I 14			

Key to Reference Column:  
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 Line 2: Indicator under National Benchmark

# BUSINESS PRINCIPLES AND MANAGEMENT

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Analyze the management functions and their implementation and integration within the business environment. (cont.)	8. *Differentiate between leading and managing	I 21		Role playing	5 weeks (cont.)
	9. Compare leadership styles.	I 22			
	10. Identify the appropriate leadership style for a given situation	I 23			
	11. Discuss the importance of the evaluating/controlling function in the business environment.	I 29			
	12. *Determine alternative actions when goals are not being met in a specific situation.	I 30			
Analyze management theories and their application within the business environment.	13. Identify and discuss management theories	II 1	Maslow, Herzberg		2 weeks
	14. Identify motivation theories that impact management.	II 2			
	15. *Explain how management theories evolved and are interrelated.	II 3			

Key to Reference Column:  
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 Line 2: Indicator under National Benchmark

# BUSINESS PRINCIPLES AND MANAGEMENT

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Analyze management theories and their application within the business environment. (cont.)	16. *Illustrate how management theories are applied in the business environment.	II 4			2 weeks (cont.)
Analyze the organization of a business	17. Identify and provide examples of the basic forms of business ownership.	III 1	Sole proprietorship, partnership and corporation.	Team simulation and essay	2 weeks
	18. Identify variations of basic ownership forms.	III 2	Franchise, limited partnership.		
	19. *Compare the forms of ownership.	III 3			
	20. Describe the interaction between management levels.	III 6			
	21. Identify the advantages and disadvantages of the team concept to an organization	III 9			

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 Line 1: National Benchmark  
 Line 2: Indicator under National Benchmark

# BUSINESS PRINCIPLES AND MANAGEMENT

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Develop personal management skills to function effectively and efficiently in a business environment.	22. Discuss the importance of time management.	IV 1		Time management project	4 weeks
	23. Analyze a personal time management schedule for a given period of time.	IV 2			
	24. Design and implement a time management schedule as a result of a time management analysis.	IV 3			
	25. Identify stressors in the business environment.	IV 7			
	26. Determine the appropriate reactions to stressors in the business environment.	IV 8			
	27. Recognize the benefits of motivational stress.	IV 9			
	28. Recognize the need for life-long learning.	IV 14			
	29. Describe the need for effective communication in business.	IV 17			

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 Line 2: Indicator under National Benchmark

# BUSINESS PRINCIPLES AND MANAGEMENT

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Develop personal management skills to function effectively and efficiently in a business environment. (cont.)	30. Identify effective communication skills for the business environment.	IV 19			4 weeks (cont.)
	31. Identify available resources inside and outside the school for making professional contacts.	IV 24	Career development centers, alumni and business leaders.		
Examine the role of ethics and social responsibility in decision making.	32. Examine a business code of ethics.	V 3		Guest Speaker	2 weeks
	33. *Identify the impact of unethical behavior on a business.	V 4			
	34. *Identify guidelines for ethical decision making	V 6			
	35. *Identify ethical considerations resulting from various situations.	V 7	Technological advances, international competition.		
	36. *Identify ways in which a business organization demonstrates social responsibility.	V 12	Providing jobs, paying taxes, community charities.		

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 Line 1: National Benchmark  
 Line 2: Indicator under National Benchmark

# BUSINESS PRINCIPLES AND MANAGEMENT

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Describe human resource functions and their importance to an organization's successful operation.	37. Identify activities of the human resource unit.	VI 1		Human resource guest speaker	3 weeks
	38. Identify recruitment sources.	VI 5			
	39. Identify selection tools and determine why they are used.	VI 6	Interviews, tests, and reference checks.		
	40. Identify legislation affecting the recruitment and selection process.	VI 7	Affirmative Action, right to privacy.		
	41. Explain why orientation and training are needed for successful employee performance.	VI 10			
	42. Discuss why professional development is a shared responsibility between a business and an employee.	VI 11			
	43. Explain how employees are evaluated.	VI 17			
	44. Identify the impact of performance appraisals on employees.	VI 18			

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 Line 2: Indicator under National Benchmark

# BUSINESS PRINCIPLES AND MANAGEMENT

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Describe human resource functions and their importance to an organization's successful operation. (cont.)	45. Identify compensation plans, benefit packages, and incentive programs available to employees.	VI 21			3 weeks (cont.)
	46. Identify advancement opportunities within an organization.	VI 22			
	47. Define and discuss the concept of rightsizing.	VI 27			

Key to Reference Column:  
 Line 1: National Benchmark  
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# **MARKETING OVERVIEW**

Students enrolled in the marketing course will study how marketing affects their lives. They will recognize the customer-oriented nature of marketing. Students will analyze the elements of the marketing mix (product, price, place and promotion), research various topics, and complete class projects.

# MARKETING

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business and society.	1. Understand the goals of the marketing concept.  2. Identify the elements of the marketing mix (product, price, place and promotion).  3. Understand the influence of marketing on a society as a whole.  4. Describe the wide scope of marketing business-to-business, industrial, non-profit, personal and electronic.	I 5    I 6			2 days
Analyze the characteristics, motivations and behaviors of consumers.	5. Describe the impact of consumer differences (psycho-graphics and demographics) on buying decisions.  6. Differentiate between a customer and a consumer.  7. Discuss various buying motives.	II 2		5. * Student power point presentations on various demographic categories.	3 days
Analyze market segmentation and describe how it is used.	8. Define market segmentation.  9. Identify various target markets.	II 8			2 days

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 Line 2: Indicator under National Benchmark

# MARKETING

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Analyze market segmentation and describe how it is used (cont.)	10. Examine the traditional family life cycle and discuss how it is changing.  11. Discuss the limits of market segmentation				2 days (cont.)
Analyze the influence of external factors on marketing.	12. Identify specific regulations/laws and their impact on marketing.  13. Identify ethical issues and their impact on marketing.  14. Determine ways in which economic conditions affect marketing.  15. Describe various types of competition.  16. Describe how cultural differences influence marketing activities, both domestically and internationally.  17. Examine how changing technology affects marketing.	III 1  III 4  III 10  III 12  III 22  III 25	Monopoly, oligopoly, pure competition, monopolistic competition.		2 days

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 Line 1: National Benchmark  
 Line 2: Indicator under National Benchmark

# MARKETING

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Analyze the product element of the marketing mix.	18. Classify products in consumer categories.	IV 1	Convenience goods Shopping goods Specialty goods		3 weeks
	19. Describe the process for new product development.	IV 6	Un-bought goods	19. Guest speaker to discuss new products (benchmark).	
	20. Discuss global opportunities for new products.	IV 8		Create a product, i.e., snack mix (benchmark).	
	21. Examine the legal aspects of product development.	IV 10	Copyrights, patents, trademarks.		
	22. Identify packaging options and explain ethical and socially responsible considerations.	IV 14		22. *Design a package.	
	23. Analyze functionality of packaging options.	IV 15			
	24. Identify qualities of an effective brand.	IV 20		24. *Create a brand name.	
	25. Identify methods to protect brands.	IV 22			
26. Explain impact of brands on consumer behavior.	IV 21				

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 Line 2: Indicator under National Benchmark

# MARKETING

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Analyze the product element of the marketing mix. (cont.)	<p>27. Explain why companies extend brand names to related products.</p> <p>28. Discuss the difference between product line and product assortment.</p> <p>29. Identify stages of the product life cycle.</p> <p>30. Identify strategies for managing a product through its life cycle.</p>	<p>IV 24</p> <p>IV 33</p> <p>IV 35</p>	Introduction, growth, maturity, decline.		3 weeks (cont.)
Analyze the place aspect of the marketing mix.	<p>31. Examine direct and indirect channels of distribution.</p> <p>32. Identify where different products can be purchased.</p> <p>33. Identify different classifications of retailers.</p>	<p>IV 39</p> <p>IV 37</p>		31. Guest speaker to discuss distribution.	1 week
Analyze the price aspect of the marketing mix.	34. Identify the factors that influence a product's price.	IV 43			1 week

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 Line 2: Indicator under National Benchmark

# MARKETING

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Analyze the price aspect of the marketing mix. (cont.)	35. Identify pricing strategies and situations in which each is applicable.	IV 46	35. Line pricing, Loss leader, Penetration, Skimming		1 week (cont.)
	36. Discuss the relationship between price and perceived quality.	IV 44			
	37. Explain ways that governmental regulations/laws affect pricing practices.	IV 49			
	38. Explain the concept of price elasticity	IV 52			
Analyze the promotion aspect of the marketing mix.	39. Identify the elements of the promotion mix.		39. Advertising, sales promotion, publicity, personal selling  False advertising Misleading advertising Copyright infringement Age-group discrimination	Guest speaker to discuss advertising (benchmark).  Watch one hour of television and describe commercials (benchmark).  *Create an advertisement (benchmark).	4 weeks
	40. Identify various media available for advertising and identify factors to determine the selection.	IV 55			
	41. Identify ethical issues.	IV 59			
	42. Identify various advertising approaches.				
	43. Identify various forms of sales promotion and describe their purpose.	IV 64			

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# MARKETING

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Analyze the promotion aspect of the marketing mix. (cont.)	44. Identify various forms of public relations activities.	IV 69			4 weeks (cont.)
	45. Differentiate between public relations activities and publicity.	IV 70			
	46. Describe a crisis management plan to respond to unfavorable publicity.	IV 71			
	47. Demonstrate steps involved in the personal selling process.	IV 74			
	48. Explain the role of salespersons in building customer relations.	IV 76			
Analyze the role of marketing research in decision making.	49. Identify reasons for conducting market research.	V 1			1 week
	50. Differentiate between primary and secondary data.	V 2			
	51. Identify sources of secondary data.	V 3			

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# MARKETING

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	SUGGESTED PACING
Analyze the role of marketing research in decision making. (cont.)	52. Identify methods for collecting primary data.	V 4			1 week (cont.)
	53. Describe procedures for conducting market research.	V 5			
Describe the elements, design, and purpose of a marketing plan.	54. Explain why a marketing plan is essential.	VI 1			1 week
	55. Differentiate between short-term and long-term planning.	VI 2			
	56. Identify components of a marketing plan.	VI 3		57. *Write a marketing plan.	
	57. Identify goals of a marketing plan.	VI 4			
Enhance skills associated with marketing oneself.	58. Create or update a resume.			Guest speaker to discuss interviewing. *Professionals come in and interview students.	1 week.
	59. Write a business letter.				
	60. Understand basic procedures for interviewing.				

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# EVALUATION

Evaluation is an integral part of the instructional and curricular processes because it provides the means for measuring the outcomes of instruction in relation to established course of study goals and objectives. Evaluation must focus on the students and their progress through a course of study, but it must also focus on the program itself.

## **PUPIL EVALUATION TECHNIQUES**

In business, the teachers primarily evaluate the students by using the following techniques:

- Tests
- Individual Performance
- Teacher Observation
- Homework
- Quizzes
- Projects – Accounting, Marketing, Business Law
- Reports

An underlying aim in all evaluation is to help students begin the process of self-assessment techniques so that they can develop a clearer understanding of their abilities and limitations. Evaluation also provides a means for helping students set expectations and devise strategies for achieving those expectations.

## **PROGRAM EVALUATION**

In addition to pupil evaluation, the other important component of evaluation is program evaluation. No program or course of study is ideal for all time. Current research in the field and the changing needs of students necessitate that programs be evaluated on a regular basis. The Chagrin Falls School District and Ohio Operating Standards require that the Business Course of Study be reviewed periodically.

**CHAGRIN FALLS EXEMPTED VILLAGE SCHOOLS  
COURSE OF STUDY DEVELOPMENT**

1999-2000	Reading Gifted and Talented Foreign Language Industrial Technology Family and Consumer Science	2007-2008	Art Social Studies	2016-2017	Gifted and Talented Foreign Language Industrial Technology Family and Consumer Science
		2008-2009	Computer Business Library	2017-2018	Music Science K-12 Guidance
2000-2001	Music Science K-12 Guidance	2009-2010	Mathematics Health Physical Education	2018-2019	Art Social Studies
2001-2002	Art Social Studies	2010-2011	English/Language Arts	2019-2020	Computer Business Library
2002-2003	Computer Business Library	2011-2012	Gifted and Talented Foreign Language Industrial Technology Family and Consumer Science	2020-2021	English/Language Arts
2003-2004	Mathematics Health Physical Education	2012-2013	Music Science K-12 Guidance	2022-2023	Gifted and Talented Foreign Language Industrial Technology Family and Consumer Science
2004-2005	English/Language Arts	2013-2014	Art Social Studies	2023-2024	Music Science K-12 Guidance
2005-2006	Gifted and Talented Foreign Language Industrial Technology Family and Consumer Science	2014-2015	Computer Business Library	2024-2025	Art Social Studies
2006-2007	Music Science K-12 Guidance	2015-2016	Mathematics Health Physical Education	2025-2026	Computer Business Library

