Mississippi CTE

Business, Marketing, and Finance: Units 10-20 Only (2020)

Unit 10: Review of Workplace Safety and Security 10

A Maintain a healthy workplace environment. DOK2 10.A

1 Explore online safety resources and/or trainings (e.g., Youth at Work by Occupational Safety and Health Administration and produce a report of a real-world setting thatcontains the following elements: 10.A.1

- a Equipment 10.A.1.A
- b Workstation design 10.A.1.B
- c Physical environment (i.e., temperature, humidity, light, task design) 10.A.1.C
- d Psychological factors (i.e., personal interactions, work pace, job control) 10.A.1.D
- e Workplace hazards 10.A.1.E

B Examine the design of workplace spaces that allow each employee to work comfortably without needing to overreach, sit or stand too long, or use awkward postures. DOK1 10.B

1 Research ergonomic workspace design and identify ergonomic issues from pictures that are presented to students. 10.B.1

Unit 11: International Economics 11

A Analyze the role of government in economic systems, especially the role of government in the U.S. economy. DOK3 11.A

1 Research government's role in the economy to discuss circular flow and how government is one of the three sectors, along with households and businesses, to include: 11.A.1

- a Taxes 11.A.1.A
- b Regulations (laws) 11.A.1.B
- c Public services (parks, schools, government employees such as teachers, police, fire, roads, welfare, Medicaid, etc.) 11.A.1.C
- d Monetary and nonmonetary incentives 11.A.1.D

2 Based on research/evidence, engage in a structured debate concerning the government's role in raising the minimum wage while focusing on intended and unintended consequences. 11.A.2

Skip to main content

B **Examine the role of trade, protectionism, and monetary markets in the global economy. DOK3** 11.B

1. Based on research/evidence, develop a report analyzing a country that exports products to the US. Use data and statistics to justify an import policy dealing with that particular country. 11.B.1
2. Research protectionism and create a multimedia presentation discussing the pros and cons to include barriers to trade (tariffs, quotas, sanctions, and embargoes). 11.B.2

C **Evaluate how growing international economic interdependence causes economic conditions and policies in one nation to be increasingly affected by economic conditions and policies in another nation. DOK3** 11.C

1. Research a country that the US trades (imports/exports) with and prepare a multimedia presentation that shows why there is an economic interdependence among nations in the global economy. 11.C.1

D **Recognize that voluntary exchange occurs only when all participating parties expect to gain. DOK3** 11.D

1. Construct explanations of observed trade relationships among individuals or organizations within a nation and among individuals or organizations in different nations. 11.D.1
2. Based on a class trading game or activity, analyze and interpret data to explain benefits and impacts of domestic and international trade. 11.D.2

E **Evaluate how and why both production and consumption increase when individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others. DOK3** 11.E

1. Develop a widget-based activity or game that functions to reveal well-known benefits of specialization of labor principles. 11.E.1
2. Write a report on the pros and cons of specialization/division of labor and craftsmanship/individual labor. 11.E.2

F **Explain how investment in factories, machinery, new technology, and in the health, education, and training of people stimulates economic growth and can raise future standards of living. DOK2** 11.F

1. Using web-based research (i.e. Central Intelligence Agency World Factbook, Heritage Foundation, etc.), populate a detailed online database comparing and contrasting GDPs. 11.F.1

Unit 12: Personal Finance—Purchasing and Financial Institutions 12

A **Apply a decision-making model to maximize consumer satisfaction when buying goods and services. DOK2** 12.A

Skip to main content

1. Research a product and apply the following decision-making model to that product to maximize consumer satisfaction: 12.A.1
    a. Recognize the problem (e.g., I need a new television.) 12.A.1.A
    b. Information searching (e.g., What televisions are available?) 12.A.1.B
    c. Evaluation of alternatives (e.g. Do I really need the television, and, if so, which one?) 12.A.1.C
    d. Purchase (e.g., Buy the television.) 12.A.1.D
    e. Post-purchase satisfaction or dissatisfaction (e.g., Did the television deliver on what was promised in the marketing/advertising campaign?) 12.A.1.E
    f. Share the decision-making model on the product you picked on a discussion board (real or virtual) and respond to a minimum of two of your classmates' posts. 12.A.1.F

B. Differentiate between the advantages and disadvantages of renting, leasing, and owning. DOK 3 12.B

1. Develop, revise, or populate a graphical chart comparing and contrasting the advantages and disadvantages of the following: 12.B.1
    a. Renting 12.B.1.A
    b. Leasing 12.B.1.B
    c. Owning 12.B.1.C
2. Using information from the graphical chart (2.a. above), create a video and/or multimedia presentation explaining your future plans of renting, leasing, or owning and explain why 12.B.2

C. Interpret the differences in payment types, including debit cards, credit cards, prepaid cards, cash advances, and payday loans. DOK2 12.C

1. Research the various payment types and create a multimedia presentation explaining the pros and cons of each of the following types: 12.C.1
    a. Debit cards 12.C.1.A
    b. Cash advances 12.C.1.B
    c. Credit cards 12.C.1.C
    d. Payday loans 12.C.1.D
    e. Prepaid cards 12.C.1.E

D. Evaluate services provided by financial deposit institutions to transfer funds. DOK2 12.D

Skip to main content

1 Identify and discuss the following services: 12.D.1

a Checking accounts 12.D.1.A

b Savings accounts 12.D.1.B

c Credit cards 12.D.1.C

d Mortgages 12.D.1.D

e Student loans 12.D.1.E

f Auto loans 12.D.1.F

g Debit cards 12.D.1.G

h Online banking 12.D.1.H

i Signature loan 12.D.1.I

j ATMs 12.D.1.J

k Money market account 12.D.1.K

l High-interest money market account (HIMMA) 12.D.1.L

2 Research the differences between different types of financial institutions to develop a multimedia presentation comparing various services provided by three local institutions (at least one bank and one credit union) explaining which you would choose. 12.D.2

3 Discuss the various responsibilities and steps involved in opening and using a checking account. 12.D.3

Unit 13: Applied Human Resource Management 13

A Analyze management functions and their implementation and integration within the business environment. DOK1 13.A

1 In student groups, research the functions of management and communicate findings in multiple formats (verbally, graphically, textually, and/or mathematically). Include the following elements: 13.A.1

a Planning 13.A.1.A

b Organizing 13.A.1.B

c Staffing 13.A.1.C

d Directing 13.A.1.D

e Controlling 13.A.1.E

B Develop personal management skills to function effectively and efficiently in a business environment. DOK2 13.B

Skip to main content

1 Determine how personal management skills affect employability and create a new employee training video that models proper practices of the following: 13.B.1

a Time management skills 13.B.1.A

b Emotional intelligence 13.B.1.B

c Imagination and innovation 13.B.1.C

d Critical-thinking skills 13.B.1.D

C Examine the role of ethics and social responsibility in decision making. DOK3 13.C

1 Research case studies analyzing unethical business behaviors to generate and compare multiple solutions; engage in a class debate regarding the optimal solution. 13.C.1

D Describe human resource functions and their importance to an organization's successful operation. DOK1 13.D

1 Classify and explain observed relationships between the following elements: 13.D.1

a Acquiring: recruiting, interviewing and hiring 13.D.1.A

b Developing (e.g., on-boarding, in-service, and off-boarding): formal training (aside from formal work environment, and informal [within work environment]) 13.D.1.B

c Compensating: payroll, salary, wages, commission, and fringe benefits 13.D.1.C

E Describe the role of organized labor and its influence on government and business.DOK2 13.E

1 Research recent collective bargaining, mediation, and binding arbitration cases among well-known parties, such as major league sports, United Auto Workers, or others. 13.E.1

2 In an industry-simulated scenario, engage in negotiations between an employer, labor union, and mediator (teacher) in which the labor union has 12 demands. 13.E.2

Unit 14: Strategic and Operations Management 14

A Analyze the organization of a business. DOK1 14.A

1 Evaluate the basic forms of ownership to create a graphic organizer to include the advantages and disadvantages for each of following: 14.A.1

a Sole proprietorship 14.A.1.A

b Partnership 14.A.1.B

c Corporation and LLCs (S corporation, C corporation and LLCs) 14.A.1.C

d Alternative forms of ownership (franchise, cooperative and nonprofit) 14.A.1.D

B Examine intellectual property issues of copyrights, patents, and trademarks. DOK2 14.B

Skip to main content

1 Research well-known cases of copyright infringement to determine if a student-generated creative work does or does not violate copyright law. 14.B.1

C Apply operations management principles and procedures to the design of an operation plan. DOK1 14.C

1 Analyze a modern manufacturing industry simulation to properly apply operations management principles and procedures to include: 14.C.1

a Benchmarking 14.C.1.A

b Continuous improvement (Six Sigma, Lean Production, Total Quality Management [TQM] and Kaizen) 14.C.1.B

D Examine the issue of corporate culture and managing in the global environment. DOK1 14.D

1 Research modern businesses' cultures and evaluate the attributes of their corporate culture in the context of the global environment. 14.D.1

a Beliefs and assumptions: things we hear, observe, and learn, and things we try, fail at, then retry 14.D.1.A

b Perceptions: mission and vision, adaptability, consistency and involvement 14.D.1.B

c Thoughts and feelings 14.D.1.C

E Examine factors that lead to long-term sustainability within a business. DOK2 14.E

1 Determine how financial health, social engagement, and corporate citizenship affect the long-term success of a business in terms of the triple bottom line, which includes: 14.E.1

a People: the impact of business decisions have on the people employed by the business and the consumers of the business 14.E.1.A

b Planet: the environmental impact the business has on its ecological surroundings 14.E.1.B

c Profit: the economic impact of the company (profit = revenue - costs) 14.E.1.C

2 Contact a local business and evaluate its business practices. Research and discuss how that business could make decisions to ensure the sustainability of the business, and create a report making recommendations to the business on how it can implement some of the solutions. 14.E.2

Unit 15: Macroeconomics 15

A Compare and contrast fiscal and monetary policy. DOK2 15.A

1 Evaluate the impact each of the tools the Federal Reserve uses to achieve nation's monetary policy goals and how it relates to the economic health of the US. 15.A.1

a Tools: discount rate, open-market operations, reserve requirements, and interest on reserves 15.A.1.A

Skip to main content

2 Explore how Congress and the president work together to create fiscal policy through the implementation of a national budget. 15.A.2

a Identify methods the government uses to collect tax revenue to fund the national budget. 15.A.2.A

b Distinguish between a budget deficit, budget surplus, and a balanced budget and debate the advantages and disadvantages of adopting a balanced budget amendment. 15.A.2.B

3 Distinguish the costs imposed by unemployment through unemployment's effect on individuals and the overall economy. 15.A.3

4 Define unemployment rate and determine how the number of people without gainful employment differs from the number of working-age people who are actively seeking employment. 15.A.4

5 Evaluate how prosperity impacts and influences the unemployment rate. (The unemployment rate increases during recessions and decreases during periods of recovery.) 15.A.5

B Explain the importance of productivity and analyze how specialization, division of labor, investment in physical and human capital, and technological change affect productivity and global trade. DOK3 15.B

1 Produce a simple product through a group activity to investigate the characteristics of productivity and determine how the rate of output correlates to the degree of productivity. Compare and contrast the results after incorporating the following changes: 15.B.1

a Specificity of task 15.B.1.A

b Process 15.B.1.B

c Technological advancements 15.B.1.C

2 Explore the concept of business cycles as it relates to fluctuations in the national economy from times of expansion through times of contraction. DOK3 15.B.2

a Construct explanations of observed relationships between phases of the business cycle (contraction, expansion, peak, and recession) using examples of past technological successes (e.g., compact discs, videocassette recorder, pagers/beepers, etc.) 15.B.2.A

Unit 16: Personal Finance—Credit and Personal Risk Management 16

A Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit. DOK2 16.A

1 Based on research, create a storyboard, graphic novel, comic strip, mind map, time line or related visual representation that depicts the following elements: 16.A.1

a How credit cards work 16.A.1.A

b Risks of using credit 16.A.1.B

c How to build a high credit score 16.A.1.C

Skip to main content

2 Through a teacher-led discussion, identify and apply the following acts to various scenarios: 16.A.2

a Truth in Lending Act 16.A.2.A

b Fair Credit Billing Act 16.A.2.B

c Fair Credit Reporting Act 16.A.2.C

d Fair Debt Collection Practices Act 16.A.2.D

e The Credit CARD Act 16.A.2.E

B Analyze choices available to consumers for protection against risk and financial loss.DOK1 16.B

1 Use free online modules from third-party, personal financial literacy courses to define, investigate, and determine how risk affects the potential for financial loss. Generate scores or certificates of completion if possible. 16.B.1

C Describe how people make choices to protect themselves from the financial risk of lost income, assets, health, or identity. DOK1 16.C

1 Define risk as the potential for loss and explore various consumer behaviors that would be considered no risk, moderate risk, and high risk. 16.C.1

2 Explore how consumers can choose to accept risk, reduce risk, or transfer the risk to others. 16.C.2

D Insurance allows people to transfer risk by paying a fee now to avoid the possibility of a larger loss later. DOK2 16.D

1 Explore how individuals and businesses use various insurance products to protect themselves from potential financial risk. Create a graphic organizer to compare each. 16.D.1

Unit 17: Financial Accounting 17

A Understand the role accountants play in business and society. DOK1 17.A

1 Research roles accountants play in different businesses to generate a report that includes: 17.A.1

a Education/training requirements 17.A.1.A

b Certifications 17.A.1.B

c Average salary 17.A.1.C

d Job description 17.A.1.D

e Job outlook 17.A.1.E

B Identify and describe generally accepted accounting principles (GAAP), explain how the application of GAAP impacts the recording of financial transactions, and the preparation of financial statements. DOK3 17.B

Skip to main content

1 Using GAAP accountability principles below, develop simple marketing scenarios (e.g.,cartoons or 20 second commercials) to be used by a federal regulatory agency (e.g., the U.S. Securities and Exchange Commission) to discourage unethical practices. Include the following principles: 17.B.1

a Recognition: What items should be recognized in the financial statements (for example as assets, liabilities, revenues, and expenses)? 17.B.1.A

b Measurement: What amounts should be reported for each of the elements included in financial statements 17.B.1.B

c Presentation: What line items, subtotals, and totals should be displayed in the financial statements, and how might items be aggregated within the financial statements? 17.B.1.C

d Disclosure: What specific information is most important to the users of the financial statements? Disclosures both supplement and explain amounts in the statements. 17.B.1.D

2 Conduct a case study involving fraud, compliance, or regulatory issues to explain how penalties and other outcomes could have been avoided if GAAP principles were followed. 17.B.2

C Develop an understanding and working knowledge of an annual report and financial statements. DOK4 17.C

1 Create a presentation (multimedia, poster, song, report, video, role play, etc.) based on research that explains in detail the following three main financial statements in accounting: 17.C.1

a Balance sheet 17.C.1.A

b Income statement 17.C.1.B

c Cash flow statement 17.C.1.C

D Complete the steps in the accounting cycle to prepare the financial statements. DOK1 17.D

1 Apply each step of the basic accounting cycle to an existing account provided by the teacher or a local business to include: 17.D.1

a Analyzing the transactions as they occur 17.D.1.A

b Recording transactions in the journals 17.D.1.B

c Posting debits and credits from journal entries to the general ledger 17.D.1.C

d Adjusting the assets with a trial balance 17.D.1.D

e Preparing financial statements (balance sheet, income statement, cash flow statement) 17.D.1.E

f Closing the temporary accounts 17.D.1.F

Un Fo Fir Skip to main content

Recognize that businesses must establish, maintain, and analyze appropriate ecords to make business decisions. DOK2 18.A

1 Construct a forecast of observed relationships between the different types of accounting records shown below. 18.A.1

a Accounting records (e.g. income statement, balance sheet, cash flow statement) record income, expenses, and equity and are needed to file tax returns. 18.A.1.A

b Bank statements help keep track of the business's progress and are needed to file tax returns 18.A.1.B

B Analyze a business organization's competitive position within the industry. DOK2 18.B

1 Create tables, graphs, and/or infographics comparing and/or contrasting market share between two rival companies (e.g., Apple and Samsung; Pepsi and Coca Cola; Toyota and Ford; etc.). 18.B.1

C Analyze financial data influenced by internal and external factors to make short-term and long-term decisions. DOK3 18.C

1 Acting as consultants for a local business, research and analyze internal and external factors (listed below) to recommend short- and long-term strategic decisions that maximize profit. 18.C.1

a Internal factors: business structure (human capital, infrastructure), size of corporation, and perception of value 18.C.1.A

b External factors: economic conditions, competitors, and social and political change 18.C.1.B

Unit 19: Managerial Accounting 19

A Assess the financial condition and operating results of a company, and analyze and interpret financial statements. DOK3 19.A

1 Establish a class business or fundraiser to determine financial conditions and create statements of the operation to include: 19.A.1

a Conditions: profitability, cash flow, liquidity, and leverage 19.A.1.A

b Statements: balance sheet, income statement, and cash flow statement 19.A.1.B

B Use planning and control principles to evaluate the performance of an organization and apply differential analysis and present-value concepts to make decisions. DOK2 19.B

1 Using a teacher-generated or online business simulation (e.g., online coffee stand), apply differential analysis to evaluate the business's performance. 19.B.1

C Develop a working knowledge of individual and business income tax procedures and requirements to comply with tax laws and regulations. DOK1 19.C

Skip to main content

1 Using a free, online resource (e.g., IRS.gov's "Understanding Taxes" Modules 1-13 for individual, FedReserve's "Inside the Vault", or EverFi), classify and connect types of taxes, laws, and regulations (listed below) to include completion of a Schedule C and 1040. 19.C.1

a Types of taxes: proportional, progressive, and regressive taxes 19.C.1.A

b Tax laws and regulations: filing quarterly versus annually and exemptions 19.C.1.B

Unit 20: Employment Opportunities in Business 20

A Research available jobs across business sectors to develop a chart that compares the following elements: DOK1 20.A

1 Minimum education 20.A.1

2 Certifications 20.A.2

3 Minimum experience 20.A.3

4 Job description/responsibilities 20.A.4

5 Salary 20.A.5

B Analyze differences in online application requirements from a real job search. DOK1 20.B

C Research and select a real job advertisement, then complete the following: DOK2 20.C

1 Develop a cover letter to fit the job advertisement using terminology that reflects the culture and values specific to that company. 20.C.1

2 Create a resume with fabricated elements to fit the real job advertisement. 20.C.2

D Demonstrate real world interview skills led by the instructor and/or advisory/craft committee members to include the following: DOK2 20.D

1 Aligned to a specific industry/job advertisement 20.D.1

2 Professional attire 20.D.2

3 Cover letter 20.D.3

4 Application and/or resume 20.D.4

E Hand write customized thank you letters to each member of the interview committee.DOK1 20.E

F Document project or activity artifacts in the ePortfolio according to the teacher-generated rubric. DOK1 20.F