# Scope & Sequence

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| Course Name: Principles of Business, Marketing and Finance **PEIMS Code:** 13011200 | | | **Course Credit:** 1.0  **Course Requirements:** Grade Placement 9-11.  **Prerequisites:** None. |
| **Course Description:** In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 Periods  7,875 Minutes  131.25 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.132. (c) Knowledge and skills** | |
| **Unit 1: Business Communication**  Students will begin the course by discussing effective communication, collaboration skills, teamwork, and the importance of a positive, productive work ethic. Students will demonstrate these skills and attributes by creating and/or participating in classroom and workplace vignettes/scenarios that highlight integrity, professionalism, collaboration, and teamwork. Students will discuss successful methods of time management in small groups and/or other classroom activities. As a culminating activity for the unit, student teams will discuss, describe, and/or present summaries of effective communication and collaboration skills, time management skills, and instructor expectations regarding classroom rules, schedules, and task completion. | 10 periods  450 minutes | (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) comply with all applicable rules, laws, and regulations; and  (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results. | |
| **Unit 2: Let’s Talk Business**  Students will explain the principles of supply and demand, identify types of businesses, and compare the different forms of business ownership as they participate in classroom discussions and activities that examine the organizational structures and functions of business. Students will create and/or use charts, diagrams, examples, written explanations, and/or illustrations to show various business cycles and the differences between goods and services. | 15 periods  675 minutes | (2) The student describes the characteristics of business. The student is expected to:  (A) explain the principles of supply and demand;  (B) differentiate between goods and services;  (C) identify the types of business;  (D) compare the different forms of ownership;  (E) examine the organizational structure and functions of business; and  (G) identify business cycles. | |
| **Unit 3: Private Enterprise**  Students will learn, discuss, and summarize the characteristics of the private enterprise system. Students will create and/or use charts, diagrams, written explanations, examples, and/or illustrations to compare and contrast different types of economic systems. Students will identify factors that affect profits, revenues, and expenses as they practice and demonstrate their professionalism and effective communication skills by asking appropriate questions during presentations, activities, and discussions. | 15 periods  675 minutes | (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  4) The student differentiates between the types of economic systems with emphasis on the private enterprise system and the U.S. economy. The student is expected to:  (A) compare and contrast the types of economic systems, including traditional, centrally planned, market, and mixed economies;  (B) summarize the characteristics of the private enterprise system; and  (C) identify factors affecting a business' profits, revenues, and expenses. | |
| **Unit 4: Terms, Roles, and Strategies**  Students will use examples, advertising, pictures, and/or illustrations to explain the importance of different marketing strategies for goods and services as well as to define and identify important business and industry terms. Students will explain the difference between retail and wholesale, give examples, and identify the roles of retailers and wholesalers in a private enterprise system. | 15 periods  720 minutes | (7) The student classifies types of businesses that market goods and services. The student is expected to:  (A) explain the importance of different marketing strategies for goods versus services;  (B) define business and industry terms such as producers, raw-goods producers, manufacturers, builders, trade industries, retailers, wholesalers, and service businesses;  (C) identify types of retailers;  (D) explain the role of retailers in a private enterprise system;  (E) identify examples of wholesalers; and  (F) describe the role of wholesalers in a private enterprise system. | |
| **Unit 5: Domestic and World Trade**  Student teams and/or individuals will research, discuss, and/or present current events and/or other assigned topics designed to explain the role of business in a global society, to compare domestic and world trade, and to explain the impacts of imports and exports on the U.S. economy. Students will continue to develop and demonstrate their professionalism and communication skills by asking appropriate questions during presentations, activities, and discussions. | 15 periods  675 minutes | (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (5) The student relates to the impact of international business on the U.S. economy. The student is expected to:  (A) explain the role of business in a global society;  (B) compare domestic and world trade; and  (C) explain the impact of imports and exports on the U.S. economy. | |
| **Unit 6: Government Roles**  Students will use a variety of strategies to differentiate and describe government roles and activities in business. Students will discuss common business rules, laws, and regulations as well as the importance of compliance. | 15 periods  675 minutes | (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (E) comply with all applicable rules, laws, and regulations.  (6) The student identifies the role and impact of government, the legal system, and organized labor in business. The student is expected to:  (A) differentiate among the roles of government in business; and  (B) describe types of activities performed by governments in business. | |
| **Unit 7: Ethics, Laws, and the Legal System**  Students will further explore and discuss common business rules, laws, and regulations and the importance of compliance as well as the potential consequences of noncompliance. Students will also explore and discuss workplace ethics, responsibilities, and appropriate ethical, moral, and legal decision-making. Effective communication and professionalism will be demonstrated in small groups, presentations, and/or other classroom activities as students create and/or participate in simulated workplace vignettes/scenarios that highlight ethical decision-making and conduct, personal and legal responsibilities, and effective business practices. Students will read and discuss information regarding the role of the legal system in business, and deliver brief written summaries and/or oral presentations of the information. | 15 periods  720 minutes | (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills; and  (E) comply with all applicable rules, laws, and regulations.  (3) The student defines ethics in business. The student is expected to:  (A) distinguish between ethical and unethical business practices; and  (B) contrast ethical, moral, and legal choices that relate to the decision-making process in business situations.  (6) The student identifies the role and impact of government, the legal system, and organized labor in business. The student is expected to:  (C) ascertain the role of the legal system in business. | |
| **Unit 8: Labor and Productivity**  Students will explore and discuss the concept of productivity and the concept and role of organized labor in business and society. Students will read and discuss information regarding the impact of specialization and division of labor on productivity, and deliver brief written summaries and/or oral presentations of the information. | 15 periods  720 minutes | (6) The student identifies the role and impact of government, the legal system, and organized labor in business. The student is expected to:  (D) explain the role of organized labor in society.  (8) The student analyzes cost and profit relationships in finance. The student is expected to:  (A) explain the concept of productivity;  (B) analyze the impact of specialization and division of labor on productivity; and  (C) explain the concept of organized labor and business. | |
| **Unit 9: Marketing**  Students will learn, discuss, and explain marketing concepts and functions. Students will create and use examples, charts, diagrams, written explanations, and/or illustrations to identify market segments and target markets. Students will explain marketing mix and effective marketing strategies and other key elements of marketing in small groups, class discussions, and/or presentations. | 20 periods  900 minutes | (11) The student explains the importance of marketing as well as the functions of marketing. The student is expected to:  (A) define marketing;  (B) understand how marketing is related to other functions of business;  (C) explain the marketing concept; and  (D) describe marketing functions and its related activities.  (12) The student understands the scope of market identification. The student is expected to:  (A) explain the concept of market and market identification;  (B) identify market segments;  (C) explain the difference in market segmentation and mass marketing;  (D) define and explain the importance of target markets; and  (E) identify a target market for a product or service using market segmentation.  (13) The student understands the importance of an effective marketing mix. The student is expected to:  (A) explain the concept of marketing strategies;  (B) define each component of the marketing mix;  (C) identify examples of an effective marketing mix;  (D) create an effective marketing mix for a product or service; and  (E) explain the role of participation as a key element of marketing. | |
| **Unit 10: Money, Money, Money**  Students will be given multiple opportunities to examine, discuss, describe, identify, and evaluate various forms and functions of financial exchange. Students will research and summarize the importance of credit, and explain legal responsibilities associated with credit and other financial exchanges.  Students will be also given multiple opportunities to examine, discuss, describe, identify, and evaluate various documents and documentation associated with banking, accounting, and taxes, and have “hands on” practice with activities such as reconciling bank statements and calculating gross and net pay. As culminating activities for the unit, students will interpret balance sheets and income statements and prepare tax returns. | 25 periods  1125 minutes | (9) The student understands the fundamental principles of money. The student is expected to:  (A) evaluate forms of financial exchange, including cash, credit, debit, and electronic funds transfer;  (B) identify types of currency, including paper money, coins, banknotes, government bonds, and treasury notes;  (C) list functions of money such as medium of exchange, unit of measure, and store of value;  (D) summarize the purposes and importance of credit; and  (E) explain legal responsibilities associated with financial exchanges.  (10) The student demonstrates an understanding of personal financial management. The student is expected to:  (A) explain the importance of providing accurate information;  (B) calculate gross and net pay;  (C) simulate opening and maintaining various types of bank accounts;  (D) reconcile bank statements;  (E) compare the advantages and disadvantages of different types of banking services;  (F) examine investment growth by developing a personal investment plan; and  (G) prepare an individual income tax return.  (2) The student describes the characteristics of business. The student is expected to:  (F) interpret the nature of balance sheets and income statements. | |
| **Unit 11: Career Plans**  Students will research, identify, and discuss career opportunities within the Business Management and Administration, Finance, and Marketing career clusters. Students will then participate in various classroom activities to identify and analyze individual talents, abilities, skills, interests, and goals. Students will use this information as well as their course experiences to develop an individual career plan. | 15 periods  720 minutes | (14) The student identifies career opportunities within the Business Management and Administration career cluster, the Finance career cluster, and the Marketing career cluster and formulates a career plan. The student is expected to:  (A) analyze individual goals and interests;  (B) determine individual talents, abilities, and skills; and  (C) develop an individual career plan. | |