

LaSalle-Peru Township High School District 120



Career Technical Education Curriculum (Business – CTE – Family Consumer Sciences)

Adopted by the Board of Education, August 15, 2018

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Introduction

The purpose of the LaSalle-Peru Township High School District's Business, Career Technical Education, and Family and Consumer Sciences Curriculum is to provide coherent, rigorous instruction that results in students acquiring and applying the lifelong knowledge and skills necessary to be successful in their personal and professional lives in the global society of the 21st century. Business will concentrate on the accepted business practices and skills necessary to navigate the business world producing financially literate students that understand the global economy and utilize data to solve real world problems. Career Technical Education will concentrate on providing students with a curriculum based on integrated academic and technical content and strong employability skills. And they provide work-based learning opportunities that enable students to connect what they are learning to real-life career scenarios and choices. Family and Consumer Sciences will concentrate on producing students that have the knowledge and confidence to achieve real world life skills, allowing them to become a successful, contributing member of society.

The curriculum includes specific outcomes and components for these outcomes which further clarify the skills necessary to achieve each outcome. Each outcome also describes the depth of knowledge and level of rigor required for students to demonstrate their conceptual understanding of the outlined curriculum.

The *Outcomes and Components* are **grade-level/course specific**. These have been carefully aligned to the National Business Standards, Illinois Learning Standards for Consumer Education, National Family and Consumer Sciences Standards, Arizona CTE Preparation (ACCP), Industry Training Authority (ITA), Arizona CTE Programs Standards and Measurement Criteria, National Introduction to Design Standards, and American Welding Society SENSE Program. Teachers are expected to align their instruction to the identified outcomes for each course which express the essential learning that all students in the grade level/course must know or be able to do in the content area. They make connections among separate concepts or skills described in the components. Outcomes require high cognitive levels and direct assessment. Components state simple and complex concepts or skills that students must know or do in order to perform each outcome. All outcomes and components are to be included within the course of instruction for the year. Assessments will be written at the outcome level.

Each outcome has been assigned a code number consisting of symbols for content area, grade level or course, and outcome number. In the example shown below, BUS stands for Business (content area) – ET stands for Essential Technology (course) – 1 symbolizes that it is the first outcome, fourth component in this course.

Example:

Outcome BUS.ET.1:

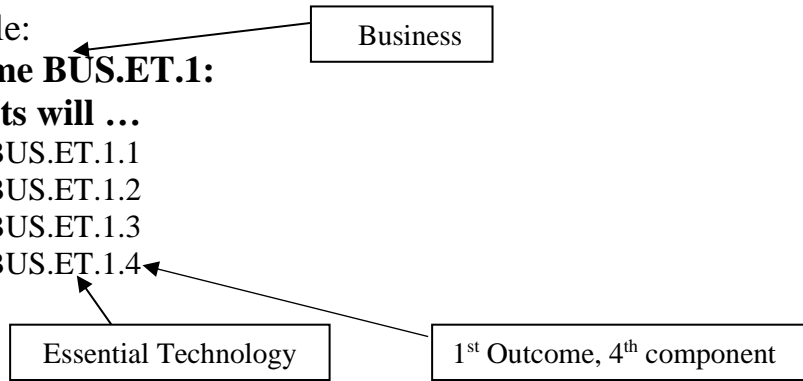
Students will ...

BUS.ET.1.1

BUS.ET.1.2

BUS.ET.1.3

BUS.ET.1.4



In the example shown below, CTE stands for Career Technical Education (content area) – ITT.MS stands for Introduction to Industrial Technology, Machine Skills (course) – 1.4 symbolizes that it is the first outcome, fourth component in this course.

Example:

Outcome CTE.IIT.MS.1:

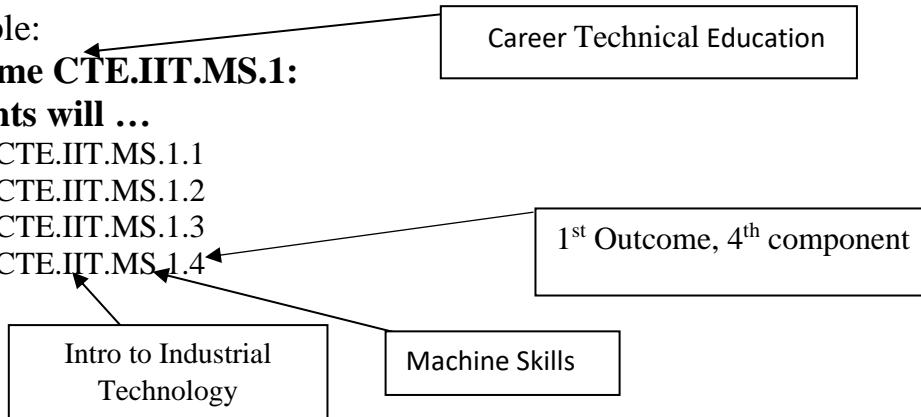
Students will ...

CTE.IIT.MS.1.1

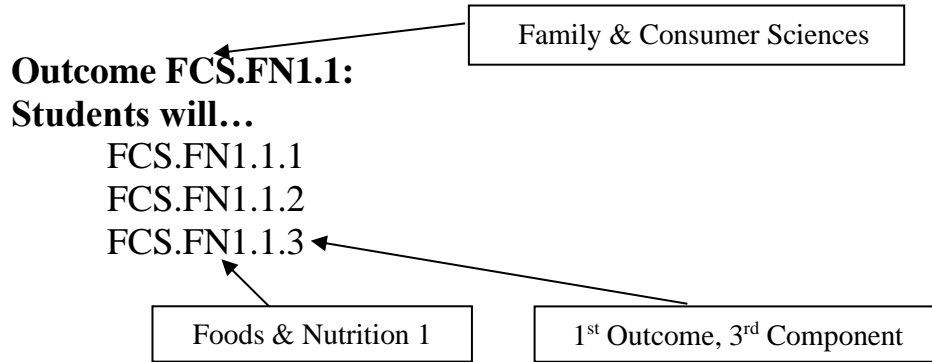
CTE.IIT.MS.1.2

CTE.IIT.MS.1.3

CTE.IIT.MS.1.4



In the example shown below, FCS stands for Family & Consumer Sciences (content area) – FN1 stands for Foods & Nutrition 1 (course) – 1 symbolizes that it is the first outcome, third component in this course.



At the end of each outcome, the code number in parentheses indicates the standards to which the curriculum has been aligned and includes the category, domain, and standard number.

There are many steps to the curriculum implementation process. The draft curriculum will be implemented during the 2017-18 school year. During that time, teachers will provide feedback to validate the draft curriculum. Based on teacher feedback, the SAC will then make revisions as deemed necessary and finalize the curriculum. During the 2018-19 school year, the SAC will select aligned resources and develop common outcome assessments. The following year, 2019-20, teachers will administer the assessments and provide feedback to validate them. The SAC will make revisions and finalize the assessments. The curriculum and assessments will be fully implemented for several years before the curriculum development process begins again in 2022-23.

We Are



District Mission Statement

The Mission of LaSalle-Peru Township High School is to educate all students to the highest standards in a safe and challenging environment while developing within each of them:

- The ability to think critically, solve problems, and communicate effectively.
- Pride and respect in themselves, school, and community.
- An inspiration to become life-long learners who meet the challenges of an ever-changing and diverse world.

Vision Statement

Learn... Grow... Lead... Excellence is our Standard.






Beliefs

We believe that...

- Every person should strive for excellence.
- Every person is unique and worthy of respect.
- LPHS is the core of the community.
- Students need a safe school.
- Today's learners must be educated to meet tomorrow's challenges.

Business Subject Area Mission

Students who successfully complete business courses will:

-  Improve their overall financial literacy.
-  Gain an understanding of the global economy.
-  Develop the necessary skills to achieve success in the workplace.
-  Realize the value of continual professional development.
-  Use data to solve real world problems.

Career Technical Education Subject Area Mission

Students completing courses in the Career and Technical Education division will develop workplace skills that will transition them to compete in an ever-changing technological world. They will think critically to solve problems in a safe and professional manner and communicate and collaborate in a work setting.

Family and Consumer Sciences Subject Area Mission

Students who have successfully completed Family and Consumer Sciences coursework will develop knowledge and confidence to achieve real world life skills, allowing them to become a successful, contributing member of society.

Business Course Purposes

Essential Technology:

Students will solve software and file management problems, and demonstrate proficient speed and accuracy levels in keying. They will produce proper business memos and letters, and differentiate APA and MLA style within reports.

Computer Applications:

Students will design and generate proper documents using word processing software, and build presentations based on selected topics.

Business Management Software:

Students will construct, evaluate, and analyze spreadsheets to solve business related problems. They will build, formulate, and sort using database software.

Web Design:

Students will create and construct a web page using proper HTML coding. They will sketch, build, analyze, and manage multiple websites using a design software.

Record Keeping:

Students will apply clerical bookkeeping skills when recording financial information by using appropriate entry-level accounting techniques.

Accounting 1:

Students will complete the accounting cycle for a fiscal period using appropriate generally accepted accounting principles (GAAP). They will emulate the professional skills that are modeled in the field of accounting.

Accounting 1 Honors:

Students will complete the accounting cycle for a fiscal year using appropriate generally accepted accounting principles (GAAP). They will emulate the professional skills that are modeled in the field of accounting.

Accounting 2:

Students will analyze financial information and derive at decisions replicating the skills used by managerial accountants. They will calculate organizational costs by using appropriate techniques and formulas used by cost accountants.

Introduction to Business:

Students will create a business plan for their own company. Students will design a marketing campaign, calculate costs, forecast sales, and examine expanding their company internationally.

Personal Finance:

Students will develop and implement a financial plan. Students will compare and contrast economic decisions and tradeoffs that affect their lifespan goals.

Sports and Retail Marketing:

Students will analyze a market design and advertise a product. Students compare costs and formulate profit margins to examine their team success.

Business Law:

Students will apply legal rights through a variety of relationships. Students will analyze, compare, and produce contracts and evaluate laws that affect them at different stages of their lives

Strategies for College:

Students will analyze their study skills and habits. They will judge and prioritize current goals and tie management procedures. They will propose learning strategies to appraise personal and academic issues.

Career Technical Education Course Purposes

Introduction to Industrial Technology:

Students will demonstrate basic shop safety and work ethics, evaluate industrial careers, and manipulate tools and procedures that are unique to each of the six industrial areas of drafting, electricity, graphic arts, machining, welding, and woods.

Drafting:

Students will develop an idea, implement the design process, and manufacture or produce the design using design and manufacturing techniques. Students will analyze the various aspects of engineering and engineering design, such as how engineers communicate through drawings.

Electricity:

Students will properly identify and use hand tools, analyze the interaction of voltage, amperage, resistance; as well as compare and contrast electrical efficiency and conservation.

Machine Skills:

Students will utilize the safety practices necessary to operate the machines in the classroom. They will generate projects utilizing various machine tools that are also found in the machining and manufacturing industry. Students will utilize critical thinking skills to analyze blue prints to correctly construct projects.

Welding:

Students will produce competent Shielded Metal Arc Welds while demonstrating safe procedures to be successful in today's industrial environment.

Woodworking

Students will differentiate careers in woodworking. They will describe the steps involved in building a project and apply safety skills to construct a project.

Family and Consumer Sciences Course Purposes

Foods and Nutrition 1:

Students will analyze healthy food options and apply them to generate recipes utilizing healthy choices and food prep skills.

Foods and Nutrition 2:

Students will investigate healthy dietary choices and apply them to generate recipes utilizing healthy choices and advanced food prep skills.

Adult Living:

Students will analyze adult life and activities of the family and determine preparation necessary for marriage, the roles of a spouse, and financial planning.

Child Development:

Students will examine child growth and development over a five-year time span. They will analyze theories of development and growth as well as techniques to use when working with children.

Parenting:

Students will investigate the parenting process, analyze parenthood decisions, and assess the skills necessary to provide quality care for children—as a parent, as one employed to care for children, or as one who interacts with children in other settings.

Textiles & Design 1:

Students will analyze the elements, skills and principles of fashion and apply them to construct projects and garments. Students will identify careers in the fashion industry.

Business Curriculum at a Glance

Essential Technology:

Students will solve software and file management problems, and demonstrate proficient speed and accuracy levels in keying. They will produce proper business memos and letters, and differentiate APA and MLA style within reports.

- BUS.ET.1** **Students will develop computer and word-processing skills, including file management, grading system management, and communication software. (CSP1230.01)**
- BUS.ET.2** **Students will keyboard straight copy material with speed and accuracy. (CSP1230.02)**
- BUS.ET.3** **Students will develop proofreading skills. (CSP1230.03)**
- BUS.ET.4** **Students will format business memos. (CSP1230.07, CSP1230.08)**
- BUS.ET.5** **Students will format business letters. (CSP1230.05, CSP1230.06)**
- BUS.ET.6** **Students analyze and format MLA and APA Style Reports. (CSP1230.09)**
- BUS.ET.7** **Students will create a basic table. (CSP1230.10)**

Computer Applications:

Students will design and generate proper documents using word processing software, and build presentations based on selected topics.

- BUS.CA.1** **Students will create and edit documents. (CSP1203.01, CSP1230.02, CSP1203.03)**
- BUS.CA.2** **Students will create, format, and present a MLA research paper. (CSP1230.04)**
- BUS.CA.3** **Students will use advanced table features to solve problems. (CSP1203.06)**
- BUS.CA.4** **Students will plan and create various tabs tables. (CSP1203.06)**
- BUS.CA.5** **Students will use word processing skills to create a resume, references page, and cover letter. (CSP1203.05, NBEA.CM.04)**
- BUS.CA.6** **Students will learn to implement a mail merge. (CSP1203.03, NBEA.CM.04)**
- BUS.CA.7** **Students will design and present a career related presentation through outline, template, and customized design layouts. (CSP1203.12, CSP1203.13, CSP1230.14, CSP2203.03, CSP2203.04, NBEA.CD.01, NBEA.CD.02, NBEA.CD.03, NBEA.CD.04, NBEA.CD.05)**

Business Software Management:

Students will construct, evaluate, and analyze spreadsheets to solve business related problems. They will build, formulate, and sort using database software.

- BUS.BSM.2** **Students will create and edit spreadsheets. (CSP1203.06, NBEA.CP.5)**
- BUS.BSM.2** **Students will use formulas and functions to solve mathematical problems. (CSP1203.08, CSP2203.02, CSP2203.03, NBEA.CP.1, NBEA.CP.2,)**
- BUS.BSM.3** **Students plan, research, and simulate the purchase of a personal computer and present findings. (CSP1203.01, CSP1203.12)**
- BUS.BSM.4** **Students will use advanced formulas to solve complex financial problems. (CSP1203.07, CSP1203.08, NBEA.CP.3, NBEA.CP.6)**
- BUS.BSM.5** **Students will use spreadsheet data to create, design, and interpret charts. (CSP1203.06, NBEA.CP.2)**
- BUS.BSM.6** **Students design and create a database using design and datasheet views. (CSP1203.9, CSP2230.04)**
- BUS.BSM.7** **Students will create relationships, advanced queries, and reports to organize data. (CSP1203.10, CSP1203.11, CSP2203.04, CSP2203.08)**

Web Design:

Students will create and construct a web page using proper HTML coding. They will sketch, build, analyze, and manage multiple websites using a design software.

- BUS.WD.1** **Students will manage data, research appropriately, and categorize websites by purpose.**
- BUS.WD.2** **Students will construct and link a multi-page web site using HTML.**
- BUS.WD.3** **Students will explore web design software.**
- BUS.WD.4** **Students will develop a web page.**
- BUS.WD.5** **Students will redesign text and create cascading style sheets.**
- BUS.WD.6** **Students will manipulate images in a website.**
- BUS.WD.7** **Students will construct links and navigation tools.**
- BUS.WD.8** **Students will position objects with cascading style sheets (CSS) and tables.**
- BUS.WD.9** **Students will simulate management of a web server and files.**
- BUS.WD.10** **Students will import, select and modify various types of graphics for aesthetic purposes.**

Record Keeping:

Students will apply clerical bookkeeping skills when recording financial information by using appropriate entry-level accounting techniques.

Accounting 1:

Students will complete the accounting cycle for a fiscal period using appropriate Generally Accepted Accounting Principles. They will emulate the professional skills that are modeled in the field of accounting.

- BUS.ACC1.1** Students will identify various accounting information users and categorize changes that affect the accounting equation. (NBEA A.1.C, A.4.A)
- BUS.ACC1.2** Students will analyze transactions into debit and credit parts. (NBEA A.4.A)
- BUS.ACC1.3** Students will complete a multi-column journal using information from source documents. (NBEA A.5.A)
- BUS.ACC1.4** Students will properly post journal entries to a general ledger. (NBEA A.5.A)
- BUS.ACC1.5** Students will demonstrate competency of a cash control system by managing a company checking account. (NBEA A.6.A)
- BUS.ACC1.6** Students will prepare a planning tool and complete end of the fiscal period adjustments to aid in the preparation of financial statements. (NBEA A.5.A)
- BUS.ACC1.7** Students will construct the financial statements for a proprietorship. (NBEA A.5.A)
- BUS.ACC1.8** Students will record end of the fiscal period closing entries and prepare a post-closing trial balance. (NBEA A.5.A)
- BUS.ACC1.9** Students will complete accounts payable journal entries using Purchases and Cash Payments journals. (NBEA A.4.A, A.5.A)
- BUS.ACC1.10** Students will complete accounts receivable transactions using Sales and Cash Receipts journals. (NBEA A.5.A)
- BUS.ACC1.11** Students will record journal entries using a General Journal (NBEA A.5.A)
- BUS.ACC1.12** Students will construct employer payroll records (NBEA A.6.A)
- BUS.ACC1.13** Students will compute employer payroll taxes. (NBEA A.7.A)
- BUS.ACC1.14** Students will produce transactions and reports related to uncollectible accounts. (NBEA A.5.A)

- BUS.ACC1.15** **Students will record end of the fiscal period adjustments for a merchandising business. (NBEA A.5.A)**
- BUS.ACC1.16** **Students will complete the end of the fiscal period reports. (NBEA A.5.A)**
- BUS.ACC1.17** **Students will analyze comparative corporate financial statements (NBEA A.2.A)**

Accounting 1 Honors:

Students will complete the accounting cycle for a fiscal year using appropriate Generally Accepted Accounting Principles. They will emulate the professional skills that are modeled in the field of accounting.

- BUS.ACC1H.1** **Students will identify various accounting information users and categorize changes that affect the accounting equation (NBEA A.1.C, A.4.A)**
- BUS.ACC1H.2** **Students will analyze transactions into debit and credit parts. (NBEA A.4.A)**
- BUS.ACC1H.3** **Students will complete a multi-column journal using information from source documents. (NBEA A.5.A)**
- BUS.ACC1H.4** **Students will properly post journal entries to a general ledger. (NBEA A.5.A)**
- BUS.ACC1H.5** **Students will demonstrate competency of a cash control system by managing a company checking account. (NBEA A.6.A)**
- BUS.ACC1H.6** **Students will prepare a planning tool and complete end of the fiscal period adjustments to aid in the preparation of financial statements. (NBEA A.5.A)**
- BUS.ACC1H.7** **Students will construct the financial statements for a proprietorship. (NBEA A.5.A)**
- BUS.ACC1H.8** **Students will record end of the fiscal period closing entries and prepare a post-closing trial balance. (NBEA A.5.A)**
- BUS.ACC1H.9** **Accounting for Purchases and Cash Payments-Students will complete accounts payable journal entries using Purchases and Cash Payments journals (NBEA A.4.A, A.5.A)**
- BUS.ACC1H.10** **Students will complete accounts receivable transactions using Sales and Cash Receipts journals. (NBEA A.5.A)**
- BUS.ACC1H.11** **Students will record journal entries using a General Journal (NBEA A.5.A)**
- BUS.ACC1H.12** **Students will construct employer payroll records (NBEA A.6.A)**
- BUS.ACC1H.13** **Students will compute employer payroll taxes. (NBEA A.7.A)**

- BUS.ACC1H.14** **Students will produce transactions and reports related to uncollectible accounts. (NBEA A.5.A)**
- BUS.ACC1H.15** **Students will record end of the fiscal period adjustments for a merchandising business. (NBEA A.5.A)**
- BUS.ACC1H.16** **Students will complete the end of the fiscal period reports. (NBEA A.5.A)**
- BUS.ACC1H.17** **Students will analyze comparative corporate financial statements (NBEA A.2.A)**
- BUS.ACC1H.18** **Students will evaluate different means of acquiring capital for growth and development. (NBEA A.3.A)**
- BUS.ACC1H.19** **Students will record transactions for plant assets, depreciation, and intangible assets. (NBEA A.4.A, A.5.A)**
- BUS.ACC1H.20** **Students will perform accounting procedures for inventory. (NBEA A.2.A, A.5.A)**
- BUS.ACC1H.21** **Students will journalize accruals, deferrals, and reversing entries (NBEA A.3.A, A.4.A)**
- BUS.ACC1H.22** **Students will perform end-of-fiscal-period work for a merchandising business organized as a corporation (NBEA A.3.A, A.5.A)**
- BUS.ACC1H.23** **Students will record entries and create financial reports for a partnership (NBEA A.2.A, A.5.A)**
- BUS.ACC1H.24** **Students will journalize international and internet sales (NBEA A.5.A)**

Accounting 2:

Students will analyze financial information and derive at decisions replicating the skills used by managerial accountants. They will calculate organizational costs by using appropriate techniques and formulas used by cost accountants.

- BUS.ACC2.1** **Students will record departmental purchases and cash payments (NBEA A.5.A)**
- BUS.ACC2.2** **Students will record departmental sales and cash receipts. (NBEA A.5.A)**
- BUS.ACC2.3** **Students will calculate and record departmental payroll data. (NBEA A.1.C, A.5.A, A.7.A)**
- BUS.ACC2.4** **Students will present a research project on an assigned business topic (NBEA A.1.B,A.1.C)**
- BUS.ACC2.5** **Students will prepare and analyze financial reports for a departmentalized business. (NBEA A.2.A, A.3.A, A.5.A, A.6.A)**
- BUS.ACC2.6** **Students will complete inventory planning and valuation for a corporation. (NBEA A.3.A, A.6.A)**
- BUS.ACC2.7** **Students will demonstrate accounting procedures for uncollectible accounts. (NBEA A.5.A)**
- BUS.ACC2.8** **Students will calculate and record the purchase and depreciation of plant assets. (NBEA A.4.A, A.5.A)**
- BUS.ACC2.9** **Students will complete accounting applications for notes payable, prepaid expenses, and accrued expenses. (NBEA A.4.A, A.5.A, A.6.A)**
- BUS.ACC2.10** **Students will compute unearned revenue, accrued revenue, and installment notes receivable. (NBEA A.4.A, A.5.A, A.6. A)**
- BUS.ACC2.11** **Students will complete the accounting cycle for a sole proprietorship using the game Monopoly (NBEA A.1.C,A.2.A,A.5.A)**
- BUS.ACC2.12** **Students will complete transactions for organizing a corporation. (NBEA A.5.A)**
- BUS.ACC2.13** **Students will journalize the buying and selling of corporate dividends and treasury stock. (NBEA A.1.C, A.2.A, A.3.A, A.5 A)**
- BUS.ACC2.14** **Students will present a research project on a business topic of choice (NBEA A.1.B,A.1.C)**

- BUS.ACC2.15** **Students will create transactions for the issuance and redemption of corporate bonds. (NBEA A.5.A)**
- BUS.ACC2.16** **Students will analyze corporate financial statements. (NBEA A.2.A, A.3.A, A.6.A, A.7.A)**
- BUS.ACC2.17** **Students will examine a corporate statement of cash flows. (NBEA A.2.A, A.3.A, A.6.A)**
- BUS.ACC2.18** **Students will complete the accounting cycle for a corporation using the game Monopoly (NBEA A.1.C,A.2.A,A.5.A)**
- BUS.ACC2.19** **Students will budget and perform accounting procedures for a not-for-profit-organization. (NBEA A.2.A, A.3.A, A.5.A, A.6.A)**
- BUS.ACC2.20** **Students will complete job order costing for a manufacturing business. (NBEA A.4.A, A.5.A)**
- BUS.ACC2.21** **Students will use differential analysis to make managerial decisions. (NBEA A.2.A, A.3.A, A.6.A)**
- BUS.ACC2.22** **Students will complete transactions related to the organization of a partnership. (NBEA A.5.A)**

Introduction to Business:

Students will create a business plan for their own company. Students will design a marketing campaign, calculate costs, forecast sales, and examine expanding their company internationally.

- BUS.INTRO.1** **Students will identify unique characteristics entrepreneurs possess and evaluate which of those characteristics they possess. (NBEA.F.1)**
- BUS.INTRO.2** **Students will analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market. (NBEA.J.1, NBEA.J.5)**
- BUS.INTRO.3** **Students will use financial concepts and tools to establish, maintain, and analyze records to make business decisions. (NBEA.F.4, NBEA.F.5)**
- BUS.INTRO.4** **Students will develop a management plan for an entrepreneurial venture. (NBEA.I.1-11)**
- BUS.INTRO.5** **Students will analyze the effect of cultural differences, export/import opportunities, and entrepreneurial ventures in the global marketplace. (NBEA.H.1-9)**
- BUS.INTRO.6** **Students will analyze how government regulations and business ethics affect entrepreneurial ventures. (NBEA.D.7, NBEA.I.5)**
- BUS.INTRO.7** **Students will develop a business plan. (NBEA.F.9)**

Personal Finance:

Students will develop and implement a financial plan. Students will compare economic decisions and tradeoffs that affect their lifespan goals.

- BUS.PF.1** **Students will identify their consumer rights and responsibilities and will use that information to resolve their own consumer problems. (CEIS.8)**
- BUS.PF.2** **Students will maintain accurate financial records while creating a budget and prioritizing lifespan goals. (CEIS.2)**
- BUS.PF.3** **Students will investigate sources of credit, examine how to qualify for credit, and use this information to maintain a good credit rating. (CEIS.3)**
- BUS.PF.4** **Students will compare housing and transportation alternatives and use the information to evaluate current and future scenarios. (CEIS.4)**
- BUS.PF.5** **Students will describe how insurance protects consumers and distinguish factors that affect your insurance rating. (CEIS.5)**
- BUS.PF.6** **Students will compare benefits between savings institutions and calculate returns on different types of investments. (CEIS.6)**
- BUS.PF.7** **Students will interpret how to use tax returns to demonstrate how to file Federal Income taxes. (CEIS.7)**
- BUS.PF.8** **Students will analyze factors of the United States economy and evaluate these factors affect their financial decisions. (CEIS.1)**
- BUS.PF.9** **Students will identify the steps of the employment process and create supplementary materials to attain employment. (NBEA.C.1-5)**

Sports and Retail Marketing:

Students will analyze a market design and advertise a product. Students compare costs and formulate profit margins to examine their team success.

- BUS.SRM.1** **Students will define marketing, explain the benefits of marketing, and provide an overview of careers in marketing. (NBEA.J.1)**
- BUS.SRM.2** **Students will explain our free enterprise, supply and demand, people that help support athletes, and how to prepare for employment in a sales position. (NEA.J.2)**
- BUS.SRM.3** **Students will explain the functions of cash registers, sales transactions, purchase orders, invoices, and the economic value of professional, college, and amateur sports. (NBEA.J.3)**
- BUS.SRM.4** **Students will explain the marketing concept, the 4 P's of marketing, concept of promotion, and the four types of promotion. (NBEA.J.4)**
- BUS.SRM.5** **Students will explain the importance of visual merchandising as a promotional strategy to attract potential customers and to create a desired business image. (NBEA.J.5)**
- BUS.SRM.6** **Students will explain how sports are used to market products through sponsorship and endorsements, different types of advertising media, and how markets are segmented by demographics, geographics, psychographics, and product benefits. (NBEA.J.6)**

Business Law:

Students will apply legal rights through a variety of relationships. Students will analyze, compare, and produce contracts and evaluate laws that affect them at different stages of their lives

- BUS.BLAW.1** **Students will analyze the fountain of law in the United States and how our legal system has evolved. (NBEA.B.1)**
- BUS.BLAW.2** **Students will explain how technology has changed crimes in the business environment and the laws that defend business's rights (NBEA.B.7)**
- BUS.BLAW.3** **Students will analyze the relationships between contract law, law of sales, and consumer law in a business setting. (NBEA.B.2)**
- BUS.BLAW.4** **Students will examine legal rules and contracts that apply to marriage, divorce, and child custody. (NBEA.B.9)**
- BUS.BLAW.5** **Students will analyze the legalities of acquiring and leasing property and legal rules that apply to personal and real property. (NBEA.B.5)**
- BUS.BLAW.6** **Students will examine common types of insurance and coverage legalities for each type. (NBEA.B.6)**
- BUS.BLAW.7** **Students will plan for the legal consequences of death. (NBEA.B.10)**
- BUS.BLAW.8** **Students will analyze employment law in relation to conducting business in national and international marketplaces. (NBEA.B.3)**
- BUS.BLAW.9** **Students will differentiate between the basic business organizations and the benefits of each in the national marketplace. (NBEA.B.4)**

Strategies for College:

Students will analyze their study skills and habits. They will judge and prioritize current goals and time management procedures. They will propose learning strategies to appraise personal and academic issues.

- BUS.SFC.1** **Students will utilize self-assessment inventories. (SFC.1000.01)**
- BUS.SFC.2** **Students will navigate college services. (SFC.1000.02, CSP.2203.12, NBEA.CM.4A)**
- BUS.SFC.3** **Students will develop and analyze goal setting and time management strategies. (SFC.1000.03)**
- BUS.SFC.4** **Students will develop personal learning strategies. (SFC.1000.04)**
- BUS.SFC.5** **Students will evaluate the effectiveness of his/her decision making and self-motivation strategies. (SFC.1000.05, NBEA.CP.5A)**
- BUS.SFC.6** **Students will enhance the thinking skills that are essential for analyzing and solving problems in their academic, professional, and personal lives. (SFC1000.06)**
- BUS.SFC.7** **Students will use a digital notebook for capturing, storing, and sharing information. (CSP 2203.12)**

Career Technical Education Curriculum at a Glance

Introduction to Industrial Technology

Course Purpose:

Students will demonstrate basic shop safety and work ethics, evaluate industrial careers, and manipulate tools and procedures that are unique to each of the six industrial areas of drafting, electricity, graphic arts, machining, welding, and woods.

IIT Drafting:

- CTE.IIT.DFT.1** Students will compare and contrast technology and science, describe the impacts that technology has had on society, and explain the purpose and function of engineering notebooks. (NS-1-BM-G, NS3-BM-F, NS4-BM-D, E, F, NS6-BM-F, G)
- CTE.IIT.DFT.2** Students will describe the design process and how it is used to aid in problem solving, explain how and measure in different contexts, describe the purpose and importance of working in a team, and use the design process to solve a technical problem. (NS-8-BM-E, F, G; NS9-BM-F, G, H; NS11-BM-H, I, J, K, L; NS9-BM-E, H; NS11-BM-J, L)
- CTE.IIT.DFT.3** Students will identify and accurately interpret thumbnail sketches and isometric, orthographic, and one- and two-point drawings. They will develop thumbnail sketches, orthographic drawing, and isometric drawings using manual and computer-assisted processes. They will communicate ideas for design using various sketching methods, sketches, and different drafting views. (NS17-BM-G, K, NS11-BM-J)

IIT Electricity:

- CTE.IIT.ELE.1** Students will identify and safely use the tools and accessories utilized in the electrical field.
- CTE.IIT.ELE.2** Students will explain basic Direct-Current (DC) electrical circuits by computing and making reasonable estimates.
- CTE.IIT.ELE.3** Students will apply basic electrical theory and demonstrate mathematical skills.
- CTE.IIT.ELE.4** Students will analyze and explain basic Direct-Current (DC) electrical circuits.

CTE.IIT.ELE.5 **Students will explain residential wiring requirements, as required by the National Electrical Code (NEC) and make electrical connections to meet this code.**

IIT Machine Skills:

CTE.IIT.MS.1 **Students will apply safe practices. (ACCP2.2)**

CTE.IIT.MS.2 **Students will operate the horizontal band saw. (ACCP5.4)**

CTE.IIT.MS.3 **Students will operate the bench grinder. (ITA.N3)**

CTE.IIT.MS.4 **Students will operate the lathe. (ITA.K5, ACCP 7.1, 7.2, 7.3, 7.4)**

CTE.IIT.MS.5 **Students will explore careers in machining and manufacturing.**

IIT Welding:

CTE.IIT.WLD.1 **Students apply safety standards in accordance with ANSI Z49.1.**

CTE.IIT.WLD.2 **Students will explore and compare welding jobs, pay, and benefits in the industrial field.**

CTE.IIT.WLD.3 **Students will identify components and electrodes and demonstrate proper safe use a Shielded Metal Arc Welding (SMAW) machine.**

CTE.IIT.WLD.4 **Students will perform competency based SMAW welds using the four fundamental welding skills.**

CTE.IIT.WLD.5 **Students will independently perform entry level competency based SMAW welds in the flat position in accordance with AWS D1.1 codes.**

IIT Woodworking:

CTE.IIT.WW.1 **Students will apply and explain safe woodworking techniques and attire. They will explain beneficial equipment utilized in the woodworking industry. (Arizona CTE Standards Cabinetmaking 2.0)**

CTE.IIT.WW.2 **Students will explore careers in the woodworking industry and develop and estimate cost of a project. (Arizona CTE Standards Cabinetmaking 1.0)**

- CTE.IIT.WW.3** **Students will select measurement tools and accurately measure and mark stock for cutting. (Arizona CTE Standards Cabinetmaking 3.0, 4.0)**
- CTE.IIT.WW.4** **Students will select proper hand tools for completion of a project. (Arizona CTE Standards Cabinetmaking 4.0)**
- CTE.IIT.WW.5** **Students will utilize the table, miter, and band saws to perform certain cuts. (Arizona CTE Standards Cabinetmaking 5.0)**
- CTE.IIT.WW.6** **Students will utilize a sander, router, drill press, and jointer to complete woodworking processes. (Arizona CTE Standards Cabinetmaking 4.0, 5.0, 6.0)**
- CTE.IIT.WW.7** **Students will interpret woodworking plans and create a cut list and estimate cost. (Arizona CTE Standards Cabinetmaking 7.0)**

Drafting

Course Purpose:

Students will develop an idea, implement the design process, and manufacture or produce the design using design and manufacturing techniques. Students will analyze the various aspects of engineering and engineering design, such as how engineers communicate through drawings.

- CTE.DFT.1** **Students will research the influence of the history of art, artistic period, style and technology and how they have influenced tool and product design innovations in the field of engineering. They will explore how the design concept of form and function and innovations in tools and materials have led to improvements in the field. (2.0, 2.1, 2.3, 2.4, 4.0, 4.1, 4.2, 4.3, 5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6)**
- CTE.DFT.2** **Students will list the seven steps of the design process and explain the activities that occur during each phase. They will assess the value of working as a team and the importance of focusing on detail when executing the design process, and apply the steps of the design process to solve a variety of design problems. (1.0, 1.1, 1.2, 1.3, 2.0, 2.1, 2.2, 2.3, 6.0, 6.1, 6.2, 6.3)**
- CTE.DFT.3** **Students will identify basic sketching techniques and sketch basic geometric shapes. They will formulate pictorial sketches to develop ideas, solve problems, and identify relationships in the design process using additive and subtractive methods. They will develop properly annotated sketches, interpreting the annotation, and evaluate the views to communicate graphically. (1.0, 1.3, 3.0, 3.1, 3.3, 3.4, 4.0, 4.1, 4.2, 5.0, 5.6, 6.0, 6.2)**
- CTE.DFT.4** **Students will utilize parametric design software to plot coordinates using absolute, relative, and polar coordinates. They will use a compass, ruler, and triangle to construct and bisect various geometric and three dimensional shapes, (1.0, 1.3, 3.0, 3.1, 3.2, 3.3, 4.0, 4.2, 6.0, 6.1, 6.3)**
- CTE.DFT.5** **Students will evaluate different methods of producing, editing, and storing geometry necessary for models, create and manipulate geometry to produce a 3D model, produce the annotations to document various drawings made from a 3D model, and interpret the relationship of orthographic and auxiliary views to their parent 3D model. (NS9-BM-J, NS11-BM-J, NS12-BM-J)**

CTE.DFT.6

Students will explore and demonstrate assembly modeling skills to solve a variety of design problems, apply the base component, and place and create components effectively in the assembly environment, create circular and rectangular patterns of components, and replace components with modified external parts. They will also perform part manipulation during the creation of an assembly model. (NS 2.0,2.3 3.0,3.1,3.2,3.3 4.0,4.1,4.2 5.0,5.4 6.0,6.1,6.2,6.3)

Electricity

Course Purpose:

Students will properly identify and use hand tools, analyze the interaction of voltage, amperage, resistance; as well as compare and contrast electrical efficiency and conservation.

- CTE.ELE.1** **Students will identify and safely use the tools and accessories utilized in the electrical field.**
- CTE.ELE.2** **Students will demonstrate a fluent understanding of basic Direct-Current (DC) electrical circuits by computing and making reasonable estimates. (NCTM 9-12)**
- CTE.ELE.3** **Students will apply basic electrical theory and demonstrate mathematical skills.**
- CTE.ELE.4** **Students will analyze and explain basic Direct-Current (DC) electrical circuits.**
- CTE.ELE.5** **Students will design and construct solar vehicles while formulating questions that can be addressed with data collection. Students will organize and display relevant data. (NCTM 9-12, NTSA 9-12)**
- CTE.ELE.6** **Students will explain residential wiring requirements, as required by the National Electrical Code (NEC) and make electrical connections to meet this code.**

Machine Skills:

Course Purpose:

Students will utilize the safety practices necessary to operate the machines in the classroom. They will generate projects utilizing various machine tools that are also found in the machining and manufacturing industry. Students will utilize critical thinking skills to analyze blue prints to correctly construct projects.

- CTE.MS.1 Students will apply safe practices. (ACCP2.2)**
- CTE.MS.2 Students will operate the horizontal band saw. (ACCP5.4)**
- CTE.MS.3 Students will operate the bench grinder. (ITA.N3)**
- CTE.MS.4 Students will operate the lathe. (ITA.K5, ACCP 7.1, 7.2, 7.3, 7.4)**
- CTE.MS.5 Students will explore careers in machining and manufacturing.**
- CTE.MS.6 Students will operate a mill. (ITA L5, ACCP 8.1, 8.2, 8.3, 8.5)**

Welding

Course Purpose:

Students will produce competent Shielded Metal Arc Welds while demonstrating safe procedures to be successful in today's industrial environment.

- CTE. WLD.1 Students apply safety standards. (ANSI Z49.1)**

- CTE.WLD.2 Students will explore and compare welding jobs, pay, and benefits in the industrial field.**

- CTE.WLD.3 Students will identify components, electrodes and demonstrate proper safe use a Shielded Metal Arc Welding (SMAW) machine.**

- CTE.WLD.4 Students will perform competency based SMAW welds using the four fundamental welding skills.**

- CTE.WLD.5 Students will work independently to perform entry level competency based SMAW welds in the flat position. (AWS D1.1 codes)**

- CTE.WLD.6 Students will identify components, electrodes and demonstrate proper safe use a Gas Metal Arc Welding (GMAW) machine.**

- CTE.WLD.7 Students will perform competency based GMAW welds using the fundamental welding skills for GMAW.**

- CTE.WLD.8 Students will work independently to perform entry level competency based GMAW welds in the flat position. (AWS D1.1 codes)**

Woodworking

Course Purpose:

Students will differentiate careers in woodworking. They will describe the steps involved in building a project and apply safety skills to construct a project.

- CTE.WW.1** **Students will apply and explain safe woodworking techniques and attire. They will explain beneficial equipment utilized in the woodworking industry. (Arizona CTE Standards Cabinetmaking 2.0)**
- CTE.WW.2** **Students will explore careers in the woodworking industry and develop and estimate the cost of a project. (Arizona CTE Standards Cabinetmaking 3.0)**
- CTE.WW.3** **Students will read and interpret blue prints. (Arizona CTE Standards Cabinetmaking 7.0)**
- CTE.WW.4** **Students will select measurement tools and accurately measure and mark stock for cutting. (Arizona CTE Standards Cabinetmaking 2.0, 3.0)**
- CTE.WW.5** **Students will select proper hand tools for completion of a project. (Arizona CTE Standards Cabinetmaking 4.0)**
- CTE.WW.6** **Students will utilize different saws to perform different cuts. (Arizona CTE Standards Cabinetmaking 5.0)**
- CTE.WW.7** **Students will utilize a sander, router, drill press, and jointer to complete woodworking processes. (Arizona CTE Standards Cabinetmaking 4.0, 5.0)**
- CTE.WW.8** **Students will demonstrate common joinery applications. (Arizona CTE Standards Cabinetmaking 9.0)**
- CTE.WW.9** **Students will use fasteners, adhesives and hardware to assemble products. (Arizona CTE Standards Cabinetmaking 10.0)**

Family & Consumer Sciences Curriculum at a Glance

Foods and Nutrition 1:

Students will analyze healthy food options and apply them to generate recipes utilizing healthy choices and food prep skills.

- FCS.FN1.1** **Students will examine the basic causes of foodborne illnesses, distinguish proper food handling practices, and differentiate methods of preventing or treating kitchen accidents. (NSFCS 8.2.1, NSFCS 8.2.3, NSFCS 8.2.6, NSFCS 8.2.7, NSFCS 14.3.3, NSFCS 14.4.5, NSFCS 14.4.1)**
- FCS.FN1.2** **Students will analyze kitchen equipment, measurements, recipes, cooking methods, and cutting techniques to distinguish the items needed to produce different dishes. (NSFCS 8.4.3, NSFCS 8.4.5, NSFCS 8.5.2, NSFCS 8.5.3, NSFCS 8.5.4, NSFCS 8.5.5)**
- FCS.FN1.3** **Students will analyze their food input as it relates to nutrition and the Recommended Dietary Allowance recommendations to create a healthy meal plan for themselves. (NSFCS 14.1.1, NSFCS 14.1.2, NSFCS 14.1.3, NSFCS 14.1.4, NSFCS 14.1.5, NSFCS 14.2.1, NSFCS 14.2.2)**
- FCS.FN1.4** **Students will compare ways to select, store, and prepare different types of fruits and vegetables to generate a dish with a focus on nutritional needs.**
- FCS.FN1.5** **Students will compare ways to buy, store, and use dairy items to generate a dish with a focus on nutritional needs. (NSFCS 8.5.7)**
- FCS.FN1.6** **Students will examine the functions eggs perform in food and execute cooking techniques with a focus of nutritional needs. (NSFCS 8.5.11)**
- FCS.FN1.7** **Students will assess the scientific process of baking, including preparation of yeast breads and cookies, with a focus on nutritional needs. (NSFCS 8.5.10)**

Foods and Nutrition 2:

Students will investigate healthy dietary choices and apply them to generate recipes utilizing healthy choices and advanced food prep skills.

- FCS.FN2.1** **Students will review key concepts dealing with measurements, kitchen equipment, cooking methods, food safety and sanitation to determine readiness for food preparation. (NSFCS 8.5.5, NSFCS 8.5.2, NSFCS8.5.3)**
- FCS.FN2.2** **Students will assess the scientific process of baking, including preparation of quick breads, with a focus on nutritional needs. (NSFCS 8.5.10)**
- FCS.FN2.3** **Students will select an event or holiday and compare ways to buy and store items to generate an appetizer dish with a focus on nutritional needs. (NSFCS 8.5.9)**
- FCS.FN2.4** **Students will compare ways to select, store, and prepare different types of soups, stews and sauces to generate a dish with a focus on nutritional needs. (NSFCS 8.5.6)**
- FCS.FN2.5** **Students will compare ways to select, store, and prepare different types of grains to generate a dish with a focus on nutritional needs.**
- FCS.FN2.6** **Students will compare ways to select, store and prepare different types of salads and dressings to generate a dish with a focus on nutritional needs. (NSFCS 8.5.8)**
- FCS.FN2.7** **Students will assess the scientific process of baking, including preparation of pastry crusts, pies, and cakes, to create a baked product to be evaluated. (NSFCS 8.5.10)**
- FCS. FN2.8** **Students will examine foods from different regions, create a presentation identifying key ingredients and dishes, and select a recipe to prepare for the class. (NSFCS 8.5.12, NSFCS 8.5.13)**
- FCS.FN2.9** **Students will create a meal plan based on a budget and generate a complete, nutritional meal to be evaluated. (NSFCS 8.5.5)**

Adult Living:

Students will analyze adult life and activities of the family and determine preparation necessary for marriage, the roles of a spouse, and financial planning.

- FCS.AL.1** Students will analyze trends, set short term and long term goals, and describe how these steps will contribute to successful decision making for adult life. (NSFCS 2.6.2, NSFCS 2.6.3, NSFCS 2.6.4)
- FCS.AL.2** Students will analyze relationship patterns from dating to marriage and differentiate between the factors that determine their readiness for commitment. (NSFCS 2.6.1, NSFCS 2.6.2, NSFCS 2.6.3, NSFCS 2.6.4)
- FCS.AL.3** Students will examine career paths, the education and training needed, and will then formulate career goals based on their research. (NSFCS 6.1.5 NSFCS 6.1.6, NSFCS 6.1.7)
- FCS.AL.4** Students will complete a monthly budget, including a car payment, housing payment, and other fixed and flexible monthly expenses, to help apply money management strategies to develop a personal spending plan based on their values and goals. (NSFCS 2.1.1, NSFCS 2.1.2, NSFCS 2.1.5, NSFCS 2.1.6, NSFCS 2.1.8)

Child Development:

Students will examine child growth and development over a five-year time span. They will analyze theories of development and growth as well as techniques to use when working with children.

- FCS.CD.1** **Students will analyze different methods of observation and then use one method to conduct an independent observation on children of varying ages ranging from newborn to age six. (NSFCS 4.2.2, NSFCS 12.1.1, NSFCS 12.1.2)**
- FCS.CD.2** **Students will analyze the stages of prenatal development, labor, and delivery and distinguish between tasks that need to be completed during each stage. (NSFCS 12.2.1, NSFCS 12.2.4)**
- FCS.CD.3** **Students will examine how a baby develops physically, socially, emotionally, and intellectually in the first year and will create a diagram plotting the changes over twelve months. (NSFCS 12.1.1, NSFCS 12.1.2)**
- FCS.CD.4** **Students will examine how a child, age one to three, develops physically, socially, emotionally, and intellectually and will create a diagram plotting the changes over three years. (NSFCS 12.1.1, NSFCS 12.1.2)**
- FCS.CD.5** **Students will examine how a child, age four to six, develops physically, socially, emotionally, and intellectually and will create a diagram plotting the changes over three years. (NSFCS 12.1.1, NSFCS 12.1.2)**

Parenting:

Students will investigate the parenting process, analyze parenthood decisions, and assess the skills necessary to provide quality care for children—as a parent, as one employed to care for children, or as one who interacts with children in other settings.

- FCS.P.1** **Students will analyze the effects of the family, as a system, on individuals and society, evaluate the effects of diverse perspectives, needs and characteristics, to distinguish personal readiness. (NSFCS 15.1.1, NSFCS 15.1.2, NSFCS 15.1.3, NSFCS 15.1.5)**
- FCS.P.2** **Students will differentiate the delivery options expectant parents have and examine expenses that becoming a parent entails to generate a birth plan. (NSFCS 15.4.2, NSFCS 15.4.3, NSFCS 15.4.4)**
- FCS.P.3** **Students will distinguish between the growth patterns of a child’s development and formulate age appropriate activities. (NSFCS 15.2.1)**
- FCS.P.4** **Students will discuss communication within the family, conduct interviews, and evaluate the responses. (NSFCS 15.2.2, NSFCS 15.2.4, NSFCS 15.2.2)**
- FCS.P.5** **Students will create brochures identifying resources for family challenges. (NSFCS 15.3.1, NSFCS 15.3.3)**

Textiles & Design 1:

Students will analyze the elements, skills and principles of fashion and apply them to construct projects and garments. Students will identify careers in the fashion industry.

- FCS.T1.1** **Students will identify careers and products in the apparel design and production industry. (NSFCSE 16.1)**
- FCS.T1.2** **Students will recognize and utilize basic sewing equipment with the completion of apparel projects.**
- FCS.T1.3** **Students will identify and analyze the characteristics and care of specific textiles. (NSFCSE 16.2)**
- FCS.T1.4** **Students will utilize pattern envelope and guide sheets/instructions at the introductory level with the completion of apparel projects. (NSFCSE 16.4)**
- FCS.T1.5** **Students will utilize construction techniques at the introductory level, using basic construction skills to complete apparel projects. (NSFCSE 16.4)**

Business

Essential Technology

The Essential Technology curriculum follows the topics outline in the course descriptions as set forth by the IVCC course CSP 1230.

BUS.ET.1 **Students will develop computer and word-processing skills, including file management, grading system management, and communication software. (CSP1230.01)**

- BUS.ET.1.1 Use keyboard, mouse, monitor and operating system effectively.
- BUS.ET.1.2 Create an account, access and navigate all the required software.
- BUS.ET.1.3 Demonstrate logging into a grading system.
- BUS.ET.1.4 Analyze grade data to report problem areas. (missing assignments, late grades, low grades, and comments)
- BUS.ET.1.5 Use a communication software to check assignments, find helpful classroom links, and communicate with instructors.
- BUS.ET.1.6 Open, save, and modify files in a specific location when using word-processing software.
- BUS.ET.1.7 Label and navigate the ribbon including tabs, groups, and commands.
- BUS.ET.1.8 Utilize the status bar, scroll bar, slider, and zoom.
- BUS.ET.1.9 Select text using various methods, including the control keys.
- BUS.ET.1.10 Change the font, font size, color, and other formatting techniques.
- BUS.ET.1.11 Use, cut, copy, paste commands, and the mini toolbar.
- BUS.ET.1.12 Demonstrate proper use of the most useful control keys.

BUS.ET.2 **Students will keyboard straight copy material with speed and accuracy. (CSP1230.02)**

- BUS.ET.2.1 Type by touch the letter, number, and symbol keys.
- BUS.ET.2.2 Demonstrate proper typing technique.
- BUS.ET.2.3 Keyboard a three-minute straight copy timed writing with a minimum speed of 35 words per minute with 3 or less errors.

BUS.ET.3 **Students will develop proofreading skills. (CSP1230.03)**

- BUS.ET.3.1 Demonstrate acceptable proofreading skills, including using proofreader's marks correctly.
- BUS.ET.3.2 Demonstrate acceptable language art skills in capitalization, punctuation, and grammar.
- BUS.ET.3.3 Exhibit the use of the numeric expression rules.

- BUS.ET.4 Students will format business memos. (CSP1230.07, CSP1230.08)**
- BUS.ET.4.1 Explain the proper use of a business memo.
- BUS.ET.4.2 Properly align memo headings: TO:, FROM:, DATE:, and SUBJECT:.
- BUS.ET.4.3 Format the memo using plain paper, and allowing room for a letterhead stationery.
- BUS.ET.4.4 Apply reference initials and attachment notation.
- BUS.ET.4.5 Display paragraph marks and other hidden formatting symbols.
- BUS.ET.4.6 Change page orientation, vertical page alignment, and margins.
- BUS.ET.4.7 Demonstrate acceptable grammatical skills.
- BUS.ET.5 Students will format business letters. (CSP1230.05, CSP1230.06)**
- BUS.ET.5.1 Explain the proper use of a business letter.
- BUS.ET.5.2 Properly format date, inside address, salutation, body, complimentary close, signature, and reference initials using plain paper and allowing room for letterhead stationery.
- BUS.ET.5.3 Analyze the difference between mixed and open punctuation.
- BUS.ET.5.4 Apply an enclosure notation and a copy notation.
- BUS.ET.5.5 Use a spelling and grammar check feature.
- BUS.ET.6 Students analyze and format MLA and APA Style Reports. (CSP1230.09)**
- BUS.ET.6.1 Format a MLA style report.
- BUS.ET.6.2 Format an APA style report.
- BUS.ET.6.3 Change font styles and sizes.
- BUS.ET.6.4 Insert proper headers and footers in multi-page reports.
- BUS.ET.6.5 Adjust line spacing.
- BUS.ET.6.6 Operate a digital thesaurus.
- BUS.ET.6.7 Create a box and open table within a report.
- BUS.ET.6.8 Increase and decrease paragraph indents.
- BUS.ET.7 Students will create a basic table. (CSP1230.10)**
- BUS. ET 7.1 Design a boxed and open table in a document with column headings.
- BUS.ET. 7.2 Align text, apply borders, and center a table on a page.

Computer Applications

The Computer Applications curriculum follows the topics outline in the course descriptions as set forth by the IVCC course CSP 1203.

- BUS.CA.1** **Students will create and edit documents. (CSP1203.01, CSP1230.02, CSP1203.03)**
- BUS.CA.1.1 Label screen parts.
 - BUS.CA.1.2 Review formatting documents, formatting text, spelling, alignments, spell check, etc.
 - BUS.CA.1.3 Insert clip art and images, resize graphics, and format alignments and customization.
 - BUS.CA.1.4 Utilize application help.
 - BUS.CA.1.5 Use a communication software to check assignments, find helpful classroom links, and communicate with instructors.
- BUS.CA.2** **Students will create, format, and present a MLA research paper. (CSP1230.04)**
- BUS.CA.2.1 Create a History of Computers Timeline based on internet research.
 - BUS.CA.2.2 Design a researched outline.
 - BUS.CA.2.3 Plan, compose, and format an MLA research paper with a proper works cited.
 - BUS.CA.2.4 Use a presentation software to present your research findings.
- BUS.CA.3** **Students will use advanced table features to solve problems. (CSP1203.06)**
- BUS.CA.3.1 Merge and unmerge cells, align text within a cell, and apply custom borders.
 - BUS.CA.3.2 Design and format a calendar using tables.
 - BUS.CA.3.3 Comprehend ascending and descending terminology and uses.
 - BUS.CA.3.4 Analyze data to create multi-level sorts in tables.
 - BUS.CA.3.5 Use formulas to sum and average data in tables.
- BUS.CA.4** **Students will plan and create various tabs tables. (CSP1203.06)**
- BUS.CA.4.1 Demonstrate a left, right, center, and decimal tab stop.
 - BUS.CA.4.2 Categorize data to create a proper tabs table.
 - BUS.CA.4.3 Analyze data to create multi-level sorts in tabs.

BUS.CA.5 **Students will use word processing skills to create a resume, references page, and cover letter. (CSP1203.05, NBEA.CM.04)**

- BUS.CA.5.1 Use tabs and tables to create a customized resume and references page.
- BUS.CA.5.2 Apply real life skills to written accomplishments using high impact words.
- BUS.CA.5.3 Demonstrate knowledge of acceptable resume paper colors and weights.
- BUS.CA.5.4 Customize bullets and number lists.
- BUS.CA.5.5 Use a spelling and grammar check feature.
- BUS.CA.5.6 Create a proper cover letter to accompany the resume.
- BUS.CA.5.7 Discuss interview process do's and don'ts.
- BUS.CA.6.8 Analyze resumes and interviews to make hiring decisions.

BUS.CA.6 **Students will learn to implement a mail merge. (CSP1203.03, NBEA.CM.04)**

- BUS.CA.6.2 Establish the need and uses of a mail merge.
- BUS.CA.6.3 Use a database to model a mail merge.
- BUS.CA.6.4 Design a mail merge with at least four different fields.

BUS.CA.7 **Students will design and present a career related presentation through outline, template, and customized design layouts. (CSP1203.12, CSP1203.13, CSP1230.14, CSP2203.03, CSP2203.04, NBEA.CD.01, NBEA.CD.02, NBEA.CD.03, NBEA.CD.04, NBEA.CD.05)**

- BUS.CA.7.1 Analyze advantages and disadvantages of design templates.
- BUS.CA.7.2 Create a presentation in outline view.
- BUS.CA.7.3 Design and create a customized presentation including: background design, customized bullets, snipping tool, transitions, and labeling options.
- BUS.CA.7.4 Insert embedded charts, videos, and graphic mixes into presentation design.

Business Software Management

The Business Management Software curriculum follows the topics outline in the course descriptions as set forth by the IVCC course CSP 1203.

BUS.BSM.2.1 **Students will create and edit spreadsheets. (CSP1203.06, NBEA.CP.5)**

- BUS.BSM.1.1 Label screen parts.
- BUS.BSM.1.2 Identify spreadsheet terminology.
- BUS.BSM.1.3 Format data entered into cells.
- BUS.BSM.1.4 Utilize various shortcuts when entering data.
- BUS.BSM.1.5 Analyze data using conditional formatting.
- BUS.BSM.1.6 Utilize application help.
- BUS.BSM.1.7 Use a communication software to check assignments, find helpful classroom links, and communicate with instructors.

BUS.BSM.2 **Students will use formulas and functions to solve mathematical problems. (CSP1203.08, CSP2203.02, CSP2203.03, NBEA.CP.1, NBEA.CP.2,)**

- BUS.BSM.2.1 Review order of operations when creating formulas.
- BUS.BSM.2.2 Devise formulas to solve real world financial problems.
- BUS.BSM.2.3 Produce formulas with function codes.
- BUS.BSM.2.4 Use multi-level sorting in spreadsheets.

BUS.BSM.3 **Students plan, research, and simulate the purchase of a personal computer and present findings. (CSP1203.01. CSP1203.12)**

- BUS.BSM.3.1 Research terminology and specifications needed to purchase a computer.
- BUS.BSM.3.2 Dissect research to make a computer purchase decision.
- BUS.BSM.3.3 Present findings and decision via presentation software.
- BUS.BSM.3.4 Consider technological obsolescence and its impact on their decisions.

BUS.BSM.4 **Students will use advanced formulas to solve complex financial problems. (CSP1203.07, CSP1203.08, NBEA.CP.3, NBEA.CP.6)**

- BUS.BSM.4.1 Use and modify formulas with absolute cell references.
- BUS.BSM.4.2 Use the IF function to enter one value or another in a cell based on a logical test.
- BUS.BSM.4.3 Use spreadsheets to answer what-if questions.
- BUS.BSM.4.4 Manipulate data and make decision using NPER, DATEDIF, PMT, and other financial function codes.
- BUS.BSM.4.5 Create and design pivot tables.

BUS.BSM.5 **Students will use spreadsheet data to create, design, and interpret charts. (CSP1203.06, NBEA.CP.2)**

- BUS.BSM.5.1 Establish chart terminology.
- BUS.BSM.5.2 Create, format, edit, and interpret pie, line, column, bar, and stock charts.
- BUS.BSM.5.3 Produce financial decisions based on charted data.

BUS.BSM.6 **Students design and create a database using design and datasheet views. (CSP1203.9, CSP2230.04)**

- BUS.BSM.6.1 Discuss database features and terminology.
- BUS.BSM.6.2 Use a database to plan, create, and edit a table.
- BUS.BSM.6.3 Use a database to plan, design, and enter data into forms.
- BUS.BSM.6.4 Add, change, sort, and delete records.
- BUS.BSM.6.5 Create look-up fields and indexes in a table.

BUS.BSM.7 **Students will create relationships, advanced queries, and reports to organize data. (CSP1203.10, CSP1203.11, CSP2203.04, CSP2203.08)**

- BUS.BSM.7.1 Create and edit relationships in a table.
- BUS.BSM.7.2 Use compound criteria and comparison operators to create queries.
- BUS.BSM.7.3 Calculate statistics and demonstrate construction of calculated fields in a query.
- BUS.BSM.7.4 Group data statistically through a leveled report.

Web Design

BUS.WD.1 Students will manage data, research appropriately, and categorize websites by purpose.

- BUS.WD.1.1 Discuss several categories of websites and the purpose of each.
- BUS.WD.1.2 Locate information using search engines and subject trees.
- BUS.WD.1.3 Evaluate and cite web pages.
- BUS.WD.1.4 Organize files and folders.
- BUS.WD.1.4 Discuss social and ethical implications associated with computer/web use.
- BUS.WD.1.5 Discuss ethical responsibilities of the web developer.
- BUS.WD.1.6 Research several categories of websites and the purpose of each.

BUS.WD.2 Students will construct and link a multi-page web site using HTML.

- BUS.WD.2.1 Structure an HTML document.
- BUS.WD.2.2 View the HTML document in a web browser.
- BUS.WD.2.3 Distinguish the difference between multiple HTML tags.
- BUS.WD.2.4 Use comments to clarify HTML for a reader.
- BUS.WD.2.5 Change the background and text color of an HTML document.
- BUS.WD.2.6 Create a web page using only HTML tags.

BUS.WD.3 Students will explore web design software.

- BUS.WD.3.1 Explore the web design software work space.
- BUS.WD.3.2 View web pages and use help.
- BUS.WD.3.3 Plan and set-up a website.
- BUS.WD.3.4 Add folders and pages.

BUS.WD.4 Students will develop a web page.

- BUS.WD.4.1 View basic web page elements.
- BUS.WD.4.2 Create head content and set page properties.
- BUS.WD.4.3 Add links to web pages.
- BUS.WD.4.4 Edit pages in code view.
- BUS.WD.4.5 Modify and test web pages.
- BUS.WD.4.6 Evaluate visual appeal and functional design.

- BUS.WD.5** **Students will redesign text and create cascading style sheets.**
- BUS.WD.5.1 Create ordered and unordered lists.
 - BUS.WD.5.2 Create, apply, and edit cascading style sheets.
 - BUS.WD.5.3 Add rules and attach cascading style sheets.
 - BUS.WD.5.4 Use coding tools to view and edit rules.
- BUS.WD.6** **Students will manipulate images in a website.**
- BUS.WD.6.1 Insert and align images.
 - BUS.WD.6.2 Enhance an image and use alternate text.
 - BUS.WD.6.3 Insert a background image and perform site maintenance.
 - BUS.WD.6.4 Add graphic enhancements.
- BUS.WD.7** **Students will construct links and navigation tools.**
- BUS.WD.7.1 Create external and internal links.
 - BUS.WD.7.2 Create internal links to named anchors.
 - BUS.WD.7.3 Create, modify, and copy a vertical or horizontal menu bar.
 - BUS.WD.7.4 Design and create an image map.
- BUS.WD.8** **Students will position objects with cascading style sheets (CSS) and tables.**
- BUS.WD.8.1 Create a page using CSS layouts.
 - BUS.WD.8.2 Add and edit content in CSS layout blocks
 - BUS.WD.8.3 Create, resize, split, and merge cells in a table.
 - BUS.WD.8.4 Insert, format, and align images and text in cells and tables.
- BUS.WD.9** **Students will simulate management of a web server and files.**
- BUS.WD.9.1 Perform website maintenance.
 - BUS.WD.9.2 Evaluate web content for legal use.
 - BUS.WD.9.3 Present a website to a client.
- BUS.WD.10** **Students will import, select and modify various types of graphics for aesthetic purposes.**
- BUS.WD.10.1 Work with layers and optimization of images.
 - BUS.WD.10.2 Create and modify text and shapes.
 - BUS.WD.10.3 Use vector tools to modify objects and colors.
 - BUS.WD.10.4 Apply filters and styles to text and objects.

Record Keeping

Accounting 1

BUS.ACC1.1 **Students will identify various accounting information users and categorize changes that affect the accounting equation. (NBEA A.1.C, A.4.A)**

- BUS.ACC1.1.1 Describe the different users of accounting information.
- BUS.ACC1.1.2 Prepare a net worth statement.
- BUS.ACC1.1.3 Classify accounts as assets, liabilities, or owner's equity.
- BUS.ACC1.1.4 Analyze the effects of transactions on the accounting equation.

BUS.ACC1.2 **Students will analyze transactions into debit and credit parts. (NBEA A.4.A)**

- BUS.ACC1.2.1 Demonstrate the relationship between the accounting equation and a T account.
- BUS.ACC1.2.2 Analyze transactions for operating a business into debit and credit parts.

BUS.ACC1.3 **Students will complete a multi-column journal using information from source documents. (NBEA A.5.A)**

- BUS.ACC1.3.1 Compare and contrast different types of source documents.
- BUS.ACC1.3.2 Identify the four parts of a journal entry.
- BUS.ACC1.3.2 Analyze and record cash transactions using source documents.
- BUS.ACC1.3.3 Prove and rule a journal.

BUS.ACC1.4 **Students will properly post journal entries to a general ledger. (NBEA A.5.A)**

- BUS.ACC1.4.1 Construct a chart of accounts.
- BUS.ACC1.4.2 Post amounts from the general debit and general credit columns.
- BUS.ACC1.4.3 Post column totals from a journal to ledger accounts.
- BUS.ACC1.4.4 Analyze incorrect journal entries and prepare correcting entries.

BUS.ACC1.5 **Students will demonstrate competency of a cash control system by managing a company checking account. (NBEA A.6.A)**

- BUS.ACC1.5.1 Record a deposit on a check stub.
- BUS.ACC1.5.2 Endorse checks using blank, special, and restrictive endorsements.
- BUS.ACC1.5.3 Prepare a check stub and a check.
- BUS.ACC1.5.4 Reconcile a bank statement.
- BUS.ACC1.5.5 Prepare a petty cash report.
- BUS.ACC1.5.6 Journalize the establishment and replenishment of petty cash.

BUS.ACC1.6 Students will prepare a planning tool and complete end of the fiscal period adjustments to aid in the preparation of financial statements. (NBEA A.5.A)

- BUS.ACC1.6.1 Prepare the Trial Balance section of a work sheet.
- BUS.ACC1.6.2 Calculate the adjustments for supplies and prepaid insurance.
- BUS.ACC1.6.3 Journalize and post the adjusting entries for supplies and prepaid insurance.
- BUS.ACC1.6.4 Prepare the balance sheet and income statement columns of a work sheet.
- BUS.ACC1.6.5 Total and rule the work sheet.

BUS.ACC1.7 Students will construct the financial statements for a proprietorship. (NBEA A.5.A)

- BUS.ACC1.7.1 Prepare an income statement.
- BUS.ACC1.7.1 Prepare a balance sheet.

BUS.ACC1.8 Students will record end of the fiscal period closing entries and prepare a post-closing trial balance. (NBEA A.5.A)

- BUS.ACC1.8.1 Journalize and post the closing entries.
- BUS.ACC1.8.2 Prepare a post-closing trial balance.

BUS.ACC1.9 Students will complete accounts payable journal entries using Purchases and Cash Payments journals. (NBEA A.4.A, A.5.A)

- BUS.ACC1.9.1 Distinguish among service, retail merchandising, and wholesale merchandising businesses.
- BUS.ACC1.9.2 Identify differences between a sole proprietorship and a corporation.
- BUS.ACC1.9.3 Journalize purchase of merchandise on account using a purchases journal.
- BUS.ACC1.9.4 Post merchandise purchases to an accounts payable ledger and a General Ledger.
- BUS.ACC1.9.5 Record cash payments using a cash payments journal.
- BUS.ACC1.9.6 Post cash payments to an accounts payable ledger and a general ledger.

BUS.ACC1.10 Students will complete accounts receivable transactions using Sales and Cash Receipts journals. (NBEA A.5.A)

- BUS.ACC1.10.1 Explain the relationship between the accounts receivable ledger and its controlling account.
- BUS.ACC1.10.2 Record sales on account using a sales journal.
- BUS.ACC1.10.3 Post entries from a sales journal to an accounts receivable ledger and a general ledger.
- BUS.ACC1.10.4 Journalize cash receipts into a cash receipts journal.
- BUS.ACC1.10.5 Post from a cash receipts journal to an accounts receivable ledger and a general ledger.
- BUS.ACC1.10.6 Prepare a schedule of accounts receivable.

BUS.ACC1.11 Students will record journal entries using a General Journal (NBEA A.5.A)

- BUS.ACC1.11.1 Account for purchases returns and allowances.
- BUS.ACC1.11.2 Post a general journal to the accounts payable ledger and general ledger.
- BUS.ACC1.11.3 Account for sales returns and allowances.
- BUS.ACC1.11.4 Post a general journal to the accounts receivable ledger and general ledger.
- BUS.ACC1.11.5 Account for the declaration of and payment of dividends.

BUS.ACC1.12 Students will construct employer payroll records (NBEA A.6.A)

- BUS.ACC1.12.1 Calculate hourly employee earnings.
- BUS.ACC1.12.2 Prepare a payroll register.
- BUS.ACC1.12.3 Prepare employee earnings records.
- BUS.ACC1.12.4 Prepare employee payroll checks.

BUS.ACC1.13 Students will compute employer payroll taxes. (NBEA A.7.A)

- BUS.ACC1.13.1 Journalize a payroll including employee payroll taxes.
- BUS.ACC1.13.2 Calculate and record employer payroll taxes.
- BUS.ACC1.13.3 Prepare selected payroll tax reports.
- BUS.ACC1.13.4 Journalize the payment of payroll taxes.

BUS.ACC1.14 Students will produce transactions and reports related to uncollectible accounts. (NBEA A.5.A)

- BUS.ACC1.14.1 Estimate uncollectible accounts expense using an aging of accounts receivable.
- BUS.ACC1.14.2 Record the adjusting entry for the allowance for uncollectible accounts.
- BUS.ACC1.14.3 Account for writing off an uncollectible account.
- BUS.ACC1.14.4 Record the collection of an account receivable that was written off.
- BUS.ACC1.14.5 Journalize the acceptance of a note receivable.

BUS.ACC1.15 Students will record end of the fiscal period adjustments for a merchandising business. (NBEA A.5.A)

- BUS.ACC1.15.1 Prepare an unadjusted trial balance.
- BUS.ACC1.15.2 Adjust supplies, prepaid insurance, merchandise inventory, and interest receivable.

BUS.ACC1.16 Students will complete the end of the fiscal period reports. (NBEA A.5.A)

- BUS.ACC1.16.1 Prepare an income statement for a merchandising business organized as a corporation.
- BUS.ACC1.16.2 Prepare a statement of stockholders' equity.
- BUS.ACC1.16.3 Prepare a balance sheet for a business organized as a corporation.
- BUS.ACC1.16.4 Prepare closing entries.
- BUS.ACC1.16.5 Prepare a post-closing trial balance.

BUS.ACC1.17 Students will analyze comparative corporate financial statements (NBEA A.2.A)

- BUS.ACC1.17.1 Analyze an income statement using vertical analysis.
- BUS.ACC1.17.2 Perform vertical analysis of a balance sheet.
- BUS.ACC1.17.3 Analyze a balance sheet using vertical analysis.

Accounting 1 Honors

BUS.ACC1H.1 Students will identify various accounting information users and categorize changes that affect the accounting equation (NBEA A.1.C, A.4.A)

- BUS.ACC1H.1.1 Describe the different users of accounting information.
- BUS.ACC1H.1.2 Prepare a net worth statement.
- BUS.ACC1H.1.3 Classify accounts as assets, liabilities, or owner's equity.
- BUS.ACC1H.1.4 Analyze the effects of transactions on the accounting equation.

BUS.ACC1H.2 Students will analyze transactions into debit and credit parts. (NBEA A.4.A)

- BUS.ACC1H.2.1 Demonstrate the relationship between the accounting equation and a T account.
- BUS.ACC1H.2.2 Analyze transactions for operating a business into debit and credit parts.

BUS.ACC1H.3 Students will complete a multi-column journal using information from source documents. (NBEA A.5.A)

- BUS.ACC1H.3.1 Compare and contrast different types of source documents.
- BUS.ACC1H.3.2 Identify the four parts of a journal entry.
- BUS.ACC1H.3.3 Analyze and record cash transactions using source documents.
- BUS.ACC1H.3.4 Prove and rule a journal.

BUS.ACC1H.4 Students will properly post journal entries to a general ledger. (NBEA A.5.A)

- BUS.ACC1H.4.1 Construct a chart of accounts.
- BUS.ACC1H.4.2 Post amounts from the general debit and general credit columns.
- BUS.ACC1H.4.3 Post column totals from a journal to ledger accounts.
- BUS.ACC1H.4.4 Analyze incorrect journal entries and prepare correcting entries.

BUS.ACC1H.5 Students will demonstrate competency of a cash control system by managing a company checking account. (NBEA A.6.A)

- BUS.ACC1H.5.1 Record a deposit on a check stub.
- BUS.ACC1H.5.2 Endorse checks using blank, special, and restrictive endorsements.
- BUS.ACC1H.5.3 Prepare a check stub and a check.
- BUS.ACC1H.5.4 Reconcile a bank statement.
- BUS.ACC1H.5.5 Prepare a petty cash report.
- BUS.ACC1H.5.6 Journalize the establishment and replenishment of petty cash.

BUS.ACC1H.6 Students will prepare a planning tool and complete end of the fiscal period adjustments to aid in the preparation of financial statements. (NBEA A.5.A)

- BUS.ACC1H.6.1 Prepare the Trial Balance section of a work sheet.
- BUS.ACC1H.6.2 Calculate the Adjustments for supplies and prepaid insurance.
- BUS.ACC1H.6.3 Journalize and post the adjusting entries for supplies and prepaid insurance.
- BUS.ACC1H.6.4 Prepare the balance sheet and income statement columns of a work sheet.
- BUS.ACC1H.6.5 Total and rule the work sheet.

BUS.ACC1H.7 Students will construct the financial statements for a proprietorship. (NBEA A.5.A)

- BUS.ACC1H.7.1 Prepare an income statement.
- BUS.ACC1H.7.2 Prepare a balance sheet.

BUS.ACC1H.8 Students will record end of the fiscal period closing entries and prepare a post-closing trial balance. (NBEA A.5.A)

- BUS.ACC1H.8.1 Journalize and post the closing entries.
- BUS.ACC1H.8.2 Prepare a post-closing trial balance.

BUS.ACC1H.9 Accounting for Purchases and Cash Payments-Students will complete accounts payable journal entries using Purchases and Cash Payments journals (NBEA A.4.A, A.5.A)

- BUS.ACC1H.9.1 Distinguish among service, retail merchandising, and wholesale merchandising businesses.
- BUS.ACC1H.9.2 Identify differences between a sole proprietorship and a corporation.
- BUS.ACC1H.9.3 Journalize purchase of merchandise on account using a purchases journal.
- BUS.ACC1H.9.4 Post merchandise purchases to an accounts payable ledger and a general ledger.
- BUS.ACC1H.9.5 Record cash payments using a cash payments journal.
- BUS.ACC1H.9.6 Post cash payments to an accounts payable ledger and a general ledger.

BUS.ACC1H.10 Students will complete accounts receivable transactions using Sales and Cash Receipts journals. (NBEA A.5.A)

- BUS.ACC1H.10.1 Explain the relationship between the accounts receivable ledger and its controlling account.
- BUS.ACC1H.10.2 Record sales on account using a sales journal.
- BUS.ACC1H.10.3 Post entries from a sales journal to an accounts receivable ledger and a general ledger.
- BUS.ACC1H.10.4 Journalize cash receipts into a cash receipts journal.
- BUS.ACC1H.10.5 Post from a cash receipts journal to an accounts receivable ledger and a general ledger.
- BUS.ACC1H.10.6 Prepare a schedule of accounts receivable.

BUS.ACC1H.11 Students will record journal entries using a General Journal (NBEA A.5.A)

- BUS.ACC1H.11.1 Account for purchases returns and allowances.
- BUS.ACC1H.11.2 Post a general journal to the accounts payable ledger and general ledger.
- BUS.ACC1H.11.3 Account for sales returns and allowances.
- BUS.ACC1H.11.4 Post a general journal to the accounts receivable ledger and general ledger.
- BUS.ACC1H.11.5 Account for the declaration of and payment of dividends.

BUS.ACC1H.12 Students will construct employer payroll records (NBEA A.6.A)

- BUS.ACC1H.12.1 Calculate hourly employee earnings.
- BUS.ACC1H.12.2 Prepare a payroll register.
- BUS.ACC1H.12.3 Prepare employee earnings records.
- BUS.ACC1H.12.4 Prepare employee payroll checks.

BUS.ACC1H.13 Students will compute employer payroll taxes. (NBEA A.7.A)

- BUS.ACC1H.13.1 Journalize a payroll including employee payroll taxes.
- BUS.ACC1H.13.2 Calculate and record employer payroll taxes.
- BUS.ACC1H.13.3 Prepare selected payroll tax reports.
- BUS.ACC1H.13.4 Journalize the payment of payroll taxes.

BUS.ACC1H.14 Students will produce transactions and reports related to uncollectible accounts. (NBEA A.5.A)

- BUS.ACC1H.14.1 Estimate uncollectible accounts expense using an aging of accounts receivable.
- BUS.ACC1H.14.2 Record the adjusting entry for the allowance for uncollectible accounts.
- BUS.ACC1H.14.3 Account for writing off an uncollectible account.
- BUS.ACC1H.14.4 Record the collection of an account receivable that was written off.
- BUS.ACC1H.14.5 Journalize the acceptance of a note receivable.

BUS.ACC1H.15 Students will record end of the fiscal period adjustments for a merchandising business. (NBEA A.5.A)

- BUS.ACC1H.15.1 Prepare an unadjusted trial balance.
- BUS.ACC1H.15.2 Adjust supplies, prepaid insurance, merchandise inventory, and interest receivable.

BUS.ACC1H.16 Students will complete the end of the fiscal period reports. (NBEA A.5.A)

- BUS.ACC1H.16.1 Prepare an income statement for a merchandising business organized as a corporation.
- BUS.ACC1H.16.2 Prepare a statement of stockholders' equity.
- BUS.ACC1H.16.3 Prepare a balance sheet for a business organized as a corporation.
- BUS.ACC1H.16.4 Prepare closing entries.
- BUS.ACC1H.16.5 Prepare a post-closing trial balance.

BUS.ACC1H.17 Students will analyze comparative corporate financial statements (NBEA A.2.A)

- BUS.ACC1H.17.1 Analyze an income statement using vertical analysis.
- BUS.ACC1H.17.2 Perform vertical analysis of a balance sheet.
- BUS.ACC1H.17.3 Analyze a balance sheet using vertical analysis.

BUS.ACC1H.18 Students will evaluate different means of acquiring capital for growth and development. (NBEA A.3.A)

- BUS.ACC1H.18.1 Identify components of a loan application.
- BUS.ACC1H.18.2 Journalize transactions related to short-term and long-term debt financing.
- BUS.ACC1H.18.3 Journalize transactions related to equity financing.

BUS.ACC1H.19 Students will record transactions for plant assets, depreciation, and intangible assets. (NBEA A.4.A, A.5.A)

- BUS.ACC1H.19.1 Record the buying of a plant asset.
- BUS.ACC1H.19.2 Calculate and record the payment of property tax.
- BUS.ACC1H.19.3 Compute and journalize depreciation expense.
- BUS.ACC1H.19.4 Journalize the sale of a plant asset.
- BUS.ACC1H.19.5 Record the buying of an intangible asset.
- BUS.ACC1H.19.6 Calculate and record amortization expense.

BUS.ACC1H.20 Students will perform accounting procedures for inventory. (NBEA A.2.A, A.5.A)

- BUS.ACC1H.20.1 Prepare a stock record.
- BUS.ACC1H.20.2 Calculate the cost of merchandise inventory.
- BUS.ACC1H.20.3 Estimate the cost of merchandise inventory using the gross profit method.

BUS.ACC1H.21 Students will journalize accruals, deferrals, and reversing entries (NBEA A.3.A, A.4.A)

- BUS.ACC1H.21.1 Record the reversing entry for an accrued revenue.
- BUS.ACC1H.21.2 Record the adjusting entry for an accrued expense.
- BUS.ACC1H.21.3 Journalize the receipt of cash on deferred revenue.
- BUS.ACC1H.21.4 Journalize the payment of cash on a deferred expense.

BUS.ACC1H.22 Students will perform end-of-fiscal-period work for a merchandising business organized as a corporation (NBEA A.3.A, A.5.A)

- BUS.ACC1H.22.1 Plan and record end-of-fiscal-period adjustments.
- BUS.ACC1H.22.2 Prepare an income statement, a statement of stockholders' equity, a balance sheet, and a statement of cash flow.
- BUS.ACC1H.22.3 Record end-of-fiscal period closing and reversing entries.

BUS.ACC1H.23 Students will record entries and create financial reports for a partnership (NBEA A.2.A, A.5.A)

- BUS.ACC1H.23.1 Journalize entries to record investments and withdrawals by partners.
- BUS.ACC1H.23.2 Prepare a distribution of net income statement.
- BUS.ACC1H.23.3 Prepare an owners' equity statement.
- BUS.ACC1H.23.4 Calculate and record a gain and a loss on realization.
- BUS.ACC1H.23.5 Journalize entries to liquidate a partnership.

BUS.ACC1H.24 **Students will journalize international and internet sales (NBEA
A.5.A)**

BUS.ACC1H.24.1 Record an international sales entry.

BUS.ACC1H.24.2 Journalize the issuance and receipt of a times draft.

Accounting 2

BUS.ACC2.1 Students will record departmental purchases and cash payments (NBEA A.5.A)

- BUS.ACC2.1.1 Journalize departmental purchases of merchandise on account using a purchases journal.
- BUS.ACC2.1.2 Post merchandise purchases to an accounts payable ledger and a general ledger.
- BUS.ACC2.1.3 Journalize departmental purchases returns and allowances.
- BUS.ACC2.1.4 Journalize departmental cash payments using a cash payments journal.
- BUS.ACC2.1.5 Post cash payments to an accounts payable ledger and a general ledger.

BUS.ACC2.2 Students will record departmental sales and cash receipts. (NBEA A.5.A)

- BUS.ACC2.2.1 Journalize and post departmental sales on account using a sales journal.
- BUS.ACC2.2.2 Journalize and post departmental sales returns and allowances.
- BUS.ACC2.2.3 Journalize and post departmental cash receipts using a cash receipts journal.

BUS.ACC2.3 Students will calculate and record departmental payroll data. (NBEA A.1.C, A.5.A, A.7.A)

- BUS.ACC2.3.1 Calculate employee earnings.
- BUS.ACC2.3.2 Prepare payroll reports.
- BUS.ACC2.3.3 Record the payment of a payroll.
- BUS.ACC2.3.4 Journalize the payment of payroll taxes.

BUS.ACC2.4 Students will present a research project on an assigned business topic (NBEA A.1.B,A.1.C)

- BUS.ACC2.4.1 Research an assigned business topic citing three or more sources.
- BUS.ACC2.4.2 Present findings using an electronic presentation software.

BUS.ACC2.5 **Students will prepare and analyze financial reports for a departmentalized business. (NBEA A.2.A, A.3.A, A.5.A, A.6.A)**

- BUS.ACC.2.5.1 Identify the steps necessary to prepare for end-of-period financial reporting.
- BUS.ACC2.5.2 Prepare an unadjusted trial balance.
- BUS.ACC2.5.3 Journalize adjusting entries.
- BUS.ACC2.5.4 Prepare an adjusted trial balance.
- BUS.ACC2.5.5 Distinguish between direct and indirect expenses of a departmentalized business.
- BUS.ACC2.5.6 Prepare a departmental margin statement.
- BUS.ACC2.5.7 Calculate and analyze vertical analysis rates.
- BUS.ACC2.5.8 Prepare financial statements for a departmentalized merchandising business.
- BUS.ACC2.5.9 Complete end-of-period work for a departmentalized merchandising business.

BUS.ACC2.6 **Students will complete inventory planning and valuation for a corporation. (NBEA A.3.A, A.6.A)**

- BUS.ACC2.6.1 Account for the quantity of merchandise inventory.
- BUS.ACC2.6.2 Compute the estimated cost of merchandise inventory.
- BUS.ACC2.6.3 Calculate the inventory turnover ratio and days' sales in inventory.

BUS.ACC2.7 **Students will demonstrate accounting procedures for uncollectible accounts. (NBEA A.5.A)**

- BUS.ACC2.7.1 Calculate and record uncollectible accounts expense using the direct write-off method.
- BUS.ACC2.7.2 Calculate and record estimated uncollectible accounts expense using the allowance method.
- BUS.ACC2.7.3 Write off an uncollectible account receivable.
- BUS.ACC2.7.4 Account for the collection of an account receivable that was written off.
- BUS.ACC2.7.5 Calculate and analyze accounts receivable turnover ratios.

BUS.ACC2.8 Students will calculate and record the purchase and depreciation of plant assets. (NBEA A.4.A, A.5.A)

- BUS.ACC2.8.1 Journalize the purchase of plant assets.
- BUS.ACC2.8.2 Calculate and record depreciation expense using straight-line depreciation.
- BUS.ACC2.8.3 Record the disposal of plant assets.
- BUS.ACC2.8.4 Compute depreciation expense using the declining-balance depreciation method.
- BUS.ACC2.8.5 Calculate depreciation expense using the units-of-production method.
- BUS.ACC2.8.6 Calculate and record depletion of a natural resource.

BUS.ACC2.9 Students will complete accounting applications for notes payable, prepaid expenses, and accrued expenses. (NBEA A.4.A, A.5.A, A.6.A)

- BUS.ACC2.9.1 Journalize transactions for notes payable.
- BUS.ACC2.9.2 Record adjusting and reversing entries for prepaid expenses.
- BUS.ACC2.9.3 Compare and contrast prepaid expense accounting procedures.
- BUS.ACC2.9.4 Journalize adjusting and reversing entries for accrued expenses.
- BUS.ACC2.9.5 Account for warranty expense.

BUS.ACC2.10 Students will compute unearned revenue, accrued revenue, and installment notes receivable. (NBEA A.4.A, A.5.A, A.6. A)

- BUS.ACC2.10.1 Calculate and record unearned revenue for a fiscal period.
- BUS.ACC2.10.2 Calculate and record accrued revenue for a fiscal period.
- BUS.ACC2.10.3 Journalize transactions for gift cards.
- BUS.ACC2.10.4 Record an adjusting entry for gift card breakage.
- BUS.ACC2.10.5 Journalize transactions for installment notes receivable.

BUS.ACC2.11 Students will complete the accounting cycle for a sole proprietorship using the game Monopoly (NBEA A.1.C,A.2.A,A.5.A)

- BUS.ACC2.11.1 Record transactions in an electronic journal.
- BUS.ACC2.11.2 Create financial statements.
- BUS.ACC2.11.3 Compile an annual report.
- BUS.ACC2.11.4 Present company financials to prospective shareholders.

**BUS.ACC2.12 Students will complete transactions for organizing a corporation.
(NBEA A.5.A)**

- BUS.ACC2.12.1 Describe the process of forming a corporation.
- BUS.ACC2.12.2 Record the issuances of par-value, no-par-value, and stated-value common stock.
- BUS.ACC2.12.3 Record the issuance of preferred stock.
- BUS.ACC2.12.4 Compute the conversion price for preferred stock with a conversion option.

BUS.ACC2.13 Students will journalize the buying and selling of corporate dividends and treasury stock. (NBEA A.1.C, A.2.A, A.3.A, A.5 A)

- BUS.ACC2.13.1 Account for the declaration and payment of a cash dividend.
- BUS.ACC2.13.2 Account for the declaration and payment of a stock dividend.
- BUS.ACC2.13.3 Journalize entries for buying and selling treasury stock.
- BUS.ACC2.13.4 Journalize transactions for the purchase and sale of the capital stock of other corporations.

**BUS.ACC2.14 Students will present a research project on a business topic of choice
(NBEA A.1.B,A.1.C)**

- BUS.ACC2.14.1 Research an assigned business topic citing three or more sources.
- BUS.ACC2.14.2 Present findings using an electronic presentation software.

BUS.ACC2.15 Students will create transactions for the issuance and redemption of corporate bonds. (NBEA A.5. A)

- BUS.ACC2.15.1 Journalize the issuance of bonds at a discount and at a premium.
- BUS.ACC2.15.2 Account for the payment of bond interest.
- BUS.ACC2.15.3 Journalize the retiring of a bond issue.
- BUS.ACC2.15.4 Account for the early redemption of a bond issue.
- BUS.ACC2.15.5 Compute the conversion price on a convertible bond.
- BUS.ACC2.15.6 Journalize the purchase and sale of an investment in bonds.

BUS.ACC2.16 Students will analyze corporate financial statements. (NBEA A.2.A, A.3.A, A.6.A, A.7.A)

- BUS.ACC2.16.1 Analyze the financial strength of a business.
- BUS.ACC2.16.2 Analyze the profitability of a business.
- BUS.ACC2.16.3 Perform efficiency analysis of a business.
- BUS.ACC2.16.4 Calculate the market ratios of a business.
- BUS.ACC2.16.5 Calculate permanent and temporary differences in net income and taxable income.
- BUS.ACC2.16.6 Explain the concept of comprehensive income.

BUS.ACC.2.17 Students will examine a corporate statement of cash flows. (NBEA A.2.A, A.3.A, A.6.A)

- BUS.ACC2.17.1 Identify the difference between direct and indirect methods of preparing the statement of cash flows.
- BUS.ACC2.17.2 Use the indirect method to complete the operating activities section of a statement of cash flows.
- BUS.ACC2.17.3 Complete the investing and financing activities sections of a statement of cash flows.
- BUS.ACC2.17.4 Calculate the operating cash flow ratio and the cash flow margin ratio.

BUS.ACC2.18 Students will complete the accounting cycle for a corporation using the game Monopoly (NBEA A.1.C,A.2.A,A.5.A)

- BUS.ACC2.18.1 Record transactions in an electronic journal.
- BUS.ACC2.18.2 Create financial statements.
- BUS.ACC2.18.3 Compile an annual report.
- BUS.ACC2.18.4 Present company financials to prospective shareholders.

BUS.ACC2.19 Students will budget and perform accounting procedures for a not-for-profit-organization. (NBEA A.2.A, A.3.A, A.5.A, A.6.A)

- BUS.ACC2.19.1 Prepare a sales budget.
- BUS.ACC2.19.2 Prepare a purchases budget.
- BUS.ACC2.19.3 Prepare a selling expenses budget.
- BUS.ACC2.19.4 Prepare an administrative expenses budget.
- BUS.ACC2.19.5 Prepare another revenue and expenses budget.
- BUS.ACC2.19.6 Prepare a budgeted income statement.
- BUS.ACC2.19.7 Prepare a cash receipts budget.
- BUS.ACC2.19.8 Prepare a cash payments budget.
- BUS.ACC2.19.9 Prepare a cash budget.

BUS.ACC2.20 Students will complete job order costing for a manufacturing business. (NBEA A.4.A, A.5.A)

- BUS.ACC2.20.1 Classify manufacturing costs as direct materials, direct labor, and factory overhead.
- BUS.ACC2.20.2 Prepare ledgers and cost sheets for a manufacturing business.
- BUS.ACC2.20.3 Maintain records and prepare journal entries for materials purchased and used in production.
- BUS.ACC2.20.4 Maintain records and prepare journal entries for labor costs used in production.
- BUS.ACC2.20.5 Maintain records and prepare journal entries for factory overhead.
- BUS.ACC2.20.6 Journalize the transfer of work in process to finished goods.
- BUS.ACC2.20.7 Journalize the sale and the related cost of goods sold.
- BUS.ACC2.20.8 Prepare a statement of cost of goods manufactured.
- BUS.ACC2.20.9 Calculate and analyze variances related to direct materials and direct labor.

BUS.ACC2.21 Students will use differential analysis to make managerial decisions. (NBEA A.2.A, A.3.A, A.6.A)

- BUS.ACC2.21.1 Use differential analysis for making buying and selling decisions.
- BUS.ACC2.21.2 Calculate the future and present values of amounts and annuities.
- BUS.ACC2.21.3 Use net present value of an annuity to evaluate business decisions.
- BUS.ACC2.21.4 Use net present value of unequal cash flows to evaluate business decisions.
- BUS.ACC2.21.5 Use net present value to evaluate a lease or buy decision.

BUS.ACC2.22 Students will complete transactions related to the organization of a partnership. (NBEA A.5.A)

- BUS.ACC2.22.1 Journalize transactions related to the formation of a partnership.
- BUS.ACC2.22.2 Journalize transactions to admit a new partner to an existing partnership.

Introduction to Business

BUS.INTRO.1 Students will identify unique characteristics entrepreneurs possess and evaluate which of those characteristics they possess. (NBEA.F.1)

- BUS.INTRO.1.1 Identify characteristics of successful entrepreneurs.
- BUS.INTRO.1.2 Recognize the importance of entrepreneurship in the economy.
- BUS.INTRO.1.3 Examine personal levels of risk tolerance and effects on personal finances.
- BUS.INTRO.1.4 Describe entrepreneurial opportunities and freedoms that come with starting your own business.
- BUS.INTRO.1.5 Identify competitive advantages and potential problems for an entrepreneur starting a small business.

BUS.INTRO.2 Students will analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market. (NBEA.J.1, NBEA.J.5)

- BUS.INTRO.2.1 Define market concepts and why each marketing function is needed whenever a product or service is sold.
- BUS.INTRO.2.2 Analyze the uses of market research and how it relates to the marketing process.
- BUS.INTRO.2.3 Create a promotion and advertising plan for a new product.
- BUS.INTRO.2.4 Differentiate between different channels of distribution for products.
- BUS.INTRO.2.5 Hypothesize consumers buying motives and the consumer decision making process.

BUS.INTRO.3 Students will use financial concepts and tools to establish, maintain, and analyze records to make business decisions. (NBEA.F.4, NBEA.F.5)

- BUS.INTRO.3.1 Analyze material costs and expenses associated with producing products and services.
- BUS.INTRO.3.2 Formulate the selling price and profit margins for individual projects.
- BUS.INTRO.3.3 Estimate sales forecasts for each month to predict revenue.
- BUS.INTRO.3.4 Calculate the breakeven point in years for the venture after initial investment and ongoing variable expenses.

BUS.INTRO.4 Students will develop a management plan for an entrepreneurial venture. (NBEA.I.1-11)

- BUS.INTRO.4.1 Define the functions and levels of management in businesses.
- BUS.INTRO.4.2 Identify important planning and staffing of human resources.
- BUS.INTRO.4.3 Describe the benefits of workplace diversity to an organization.
- BUS.INTRO.4.4 Create a job application and interview questions for a new organization.
- BUS.INTRO.4.5 Appraise staff compensation and benefit plans.
- BUS.INTRO.4.6 Debate the pros and cons of labor unions.

BUS.INTRO.5 Students will analyze the effect of cultural differences, export/import opportunities, and entrepreneurial ventures in the global marketplace. (NBEA.H.1-9)

- BUS.INTRO.5.1 List factors that affect the value of global currencies and exchange rates.
- BUS.INTRO.5.2 Compare trade balances between countries and discuss importing and exporting activities.
- BUS.INTRO.5.3 Explain the four main elements of the international business environment.
- BUS.INTRO.5.4 Identify examples of formal trade barriers.
- BUS.INTRO.5.5 Discuss how multinational organizations manage cultural differences throughout the world.

BUS.INTRO.6 Students will analyze how government regulations and business ethics affect entrepreneurial ventures. (NBEA.D.7, NBEA.I.5)

- BUS.INTRO.6.1 Explain the purpose of a code of ethics.
- BUS.INTRO.6.2 Identify social responsibility issues and their benefits and costs.
- BUS.INTRO.6.3 Assess the role of government in business and why the government plays a number of roles in every business venture.
- BUS.INTRO.6.4 Examine different types of intellectual property and how the government protects property while balancing and promoting competition.

BUS.INTRO.7 Students will develop a business plan. (NBEA.F.9)

- BUS.INTRO.7.1 Determine when each form of business ownership is most appropriate.
- BUS.INTRO.7.2 Recognize important factors to be considered when starting a business.
- BUS.INTRO.7.3 Identify types and sources of financing for a small business.
- BUS.INTRO.7.4 Propose a business plan with an operations, marketing, and financial plan.
- BUS.INTRO.7.5 Analyze direct and indirect competitors for a new business venture.

Personal Finance

BUS.PF.1 **Students will identify their consumer rights and responsibilities and will use that information to resolve their own consumer problems. (CEIS.8)**

- BUS.PF.1.1 Identify government agencies and laws that help protect consumers.
- BUS.PF.1.2 Describe different types of product warranties and how they protect consumers.
- BUS.PF.1.3 Explain the meaning of deception and describe how consumers may be harmed by this practice.
- BUS.PF.1.4 Identify common types of fraud and explain how consumers may protect themselves against it.
- BUS.PF.1.5 Describe how to successfully complain about a product you purchased.
- BUS.PF.1.6 Identify government programs that help resolve consumer problems.

BUS.PF.2 **Students will maintain accurate financial records while creating a budget and prioritizing lifespan goals. (CEIS.2)**

- BUS.PF.2.1 Describe how to set up an effective filing system for your records.
- BUS.PF.2.2 Identify steps you should take to create a budget worksheet.
- BUS.PF.2.3 Explain how banks operate and benefit consumers.
- BUS.PF.2.4 Demonstrate how to write, endorse, record, and deposit checks.
- BUS.PF.2.5 Explain how to reconcile your checkbook.
- BUS.PF.2.6 Identify various uses of electronic funds transfers.

BUS.PF.3 **Students will investigate sources of credit, examine how to qualify for credit, and use this information to maintain a good credit rating. (CEIS.3)**

- BUS.PF.3.1 Identify reasons to borrow and the trade-offs you make when you borrow.
- BUS.PF.3.2 Describe factors that determine your credit rating.
- BUS.PF.3.3 Explain differences between secured and unsecured loan.
- BUS.PF.3.4 Explain how to avoid credit problems and establish a positive credit history.

BUS.PF.4 **Students will compare housing and transportation alternatives and use the information to evaluate current and future scenarios. (CEIS.4)**

- BUS.PF.4.1 Explain how to interpret a fair price.
- BUS.PF.4.2 Describe how to negotiate the purchase of the car you want.
- BUS.PF.4.3 Describe the housing alternatives.
- BUS.PF.4.4 Describe how to find available apartments, narrow list, and make your selection.
- BUS.PF.4.5 Describe the home-buying process.

BUS.PF.5 **Students will describe how insurance protects consumers and distinguish factors that affect your insurance rating. (CEIS.5)**

- BUS.PF.5.1 Explain the basic kinds of insurance and how to determine the amount to buy.
- BUS.PF.5.2 Identify basic types of auto insurance coverage.
- BUS.PF.5.3 Discuss types of homeowner's insurance.
- BUS.PF.5.4 Describe how to file a claim for a loss.

BUS.PF.6 **Students will compare benefits between savings institutions and calculate returns on different types of investments. (CEIS.6)**

- BUS.PF.6.1 Explain how you can benefit from saving regularly.
- BUS.PF.6.2 Describe differences among types of savings institutions.
- BUS.PF.6.3 Describe how to calculate simple interest.
- BUS.PF.6.4 Discuss the importance of compound interest to a successful savings plan.
- BUS.PF.6.5 Explain the relationship between risk and return when investing.
- BUS.PF.6.6 Describe ways to purchase different types of stock.
- BUS.PF.6.7 Explain what mutual funds are and how they benefit investors.
- BUS.PF.6.8 Identify strategies you may use to create and carry out a financial plan for retirement.

BUS.PF.7 **Students will interpret how to use tax returns to demonstrate how to file Federal Income taxes. (CEIS.7)**

- BUS.PF.7.1 Describe payroll taxes and factors that determine proper withholding.
- BUS.PF.7.2 Identify sources of information you need to complete your income tax return.
- BUS.PF.7.3 Complete a federal Form 1040 EZ.
- BUS.PF.7.4 Explain the types of taxes.
- BUS.PF.7.5 Explain how the government spends the money it receives.

BUS.PF.8

Students will analyze factors of the United States economy and evaluate these factors affect their financial decisions. (CEIS.1)

- BUS.PF.8.1 Identify and prioritize your values.
- BUS.PF.8.2 Explain how creating a life-span plan helps you make better financial decisions.
- BUS.PF.8.3 Describe opportunity cost.
- BUS.PF.8.4 Describe each of five steps in the decision-making process.
- BUS.PF.8.5 Describe four economic systems.
- BUS.PF.8.6 Explain how supply and demand work.
- BUS.PF.8.7 Describe different types of advertising.
- BUS.PF.8.8 Explain how you can recognize deceptive advertising.

BUS.PF.9

Students will identity the steps of the employment process and create supplementary materials to attain employment. (NBEA.C.1-5)

- BUS.PF.9.1 Identify interests, aptitudes, and personality traits that influence your career choice.
- BUS.PF.9.2 Identify sources of career information.
- BUS.PF.9.3 Describe the job application process.
- BUS.PF.9.4 Identify ways to find out about job openings.
- BUS.PF.9.5 Describe how to prepare for an interview for a job.
- BUS.PF.9.6 Write an interview follow-up letter.
- BUS.PF.9.7 Explain why it is important to fit in and perform your duties well when you begin a new job.

Sports and Retail Marketing

BUS.SRM.1 Students will define marketing, explain the benefits of marketing, and provide an overview of careers in marketing. (NBEA.J.1)

- BUS.SRM.1.1 Explain the foundations and functions of marketing.
- BUS.SRM.1.2 Describe the meaning of economic utility and identify the five economic utilities.
- BUS.SRM.1.3 Explain the importance of marketing careers to the United States economy.
- BUS.SRM.1.4 Distinguish between the different types of economic philosophies.

BUS.SRM.2 Students will explain our free enterprise, supply and demand, people that help support athletes, and how to prepare for employment in a sales position. (NEA.J.2)

- BUS.SRM.2.1 Describe the principles of a free enterprise system.
- BUS.SRM.2.2 Explain the supply and demand theory.
- BUS.SRM.2.3 Discuss sales situations in the business world and the goals of selling.
- BUS.SRM.2.4 Compare the preparation for the sale in business-to-business selling and retail selling.
- BUS.SRM.2.5 List the steps of the sales process.
- BUS.SRM.2.6 Predict why determining needs is an essential step in the sales process.
- BUS.SRM.2.7 Restate the goal of the product presentation.
- BUS.SRM.2.8 Distinguish the difference between objections and excuses.
- BUS.SRM.2.9 Identify the buying signals that a customer sends.
- BUS.SRM.2.10 Determine the importance of relationship marketing and how it is related to the sales.
- BUS.SRM.2.11 Formulate the importance of role sports agents, managers, and handlers play in helping athletes make ethical decisions.

BUS.SRM.3 Students will explain the functions of cash registers, sales transactions, purchase orders, invoices, and the economic value of professional, college, and amateur sports. (NBEA.J.3)

- BUS.SRM.3.1 Discuss the financial impact of professional sports.
- BUS.SRM.3.2 Explain marketing and sponsoring of amateur sports.
- BUS.SRM.3.3 Distinguish the importance of the National Colligate Athletic Association and team rankings to college sports.
- BUS.SRM.3.4 Justify how various media rates are set.
- BUS.SRM.3.5 List the three functions of all cash registers.
- BUS.SRM.3.6 Compare the various types of sales transactions.
- BUS.SRM.3.7 Compute and verify extensions on purchase orders and invoices.
- BUS.SRM.3.8 Interpret the nature and scope of public relations.

BUS.SRM.4 **Students will explain the marketing concept, the 4 P’s of marketing, concept of promotion, and the four types of promotion. (NBEA.J.4)**

BUS.SRM.4.1 Explain the marketing concept and the four P’s of marketing (price, product, promotion, place).

BUS.SRM.4.2 Describe the role of promotion in marketing.

BUS.SRM.5 **Students will explain the importance of visual merchandising as a promotional strategy to attract potential customers and to create a desired business image. (NBEA.J.5)**

BUS.SRM.5.1 Describe the concepts of visual merchandising and displays.

BUS.SRM.5.2 Explain the characteristics of sales promotion.

BUS.SRM.6 **Students will explain how sports are used to market products through sponsorship and endorsements, different types of advertising media, and how markets are segmented by demographics, geographics, psychographics, and product benefits. (NBEA.J.6)**

BUS.SRM.6.1 Identify sponsors and their investments in sports.

BUS.SRM.6.2 Explain endorsements and their restrictions used in sports.

BUS.SRM.6.3 Interpret what a market is and how to define a target market.

BUS.SRM.6.4 Describe market segmentation and list the four methods used to segment a market.

BUS.SRM.6.5 Discuss the concept and purpose of advertising.

Business Law

BUS.BLAW.1 Students will analyze the foundation of law in the United States and how our legal system has evolved. (NBEA.B.1)

- BUS.BLAW.1.1 Examine the stages in the evolution of law.
- BUS.BLAW.1.2 Assess the legal system in the United States and the differences between forms of law.
- BUS.BLAW.1.3 Compare the United States court systems at the local, state, and federal levels.
- BUS.BLAW.1.4 Rule on cases of ethics and compose a code of conduct regarding ethics.
- BUS.BLAW.1.5 Explain the division of power set forth in the Constitution, what it protects against, and how provides for checks and balances.

BUS.BLAW.2 Students will explain how technology has changed crimes in the business environment and the laws that defend business's rights (NBEA.B.7)

- BUS.BLAW.2.1 Identify elements present in all crimes and crimes that commonly occur in a business setting.
- BUS.BLAW.2.2 Distinguish between types of intellectual property.
- BUS.BLAW.2.3 Assess legal limitations on the use of property.
- BUS.BLAW.2.4 Justify common defenses to criminal charges.

BUS.BLAW.3 Students will analyze the relationships between contract law, law of sales, and consumer law in a business setting. (NBEA.B.2)

- BUS.BLAW.3.1 Determine if a legitimate offer has been made for a contract and determine the requirements and at what point an offer can be accepted.
- BUS.BLAW.3.2 Identify when duress occurs, when someone exercises undue influence, and if it can make a contract voidable.
- BUS.BLAW.3.3 Identify the role of capacity in organizations and who has contractual capacity.
- BUS.BLAW.3.4 Explain the consequences of misrepresenting age and the time a contract can/cannot be disaffirmed.
- BUS.BLAW.3.5 Judge the legality of contracts and describe illegal contracts
- BUS.BLAW.3.6 Examine the Uniform Commercial Code and how courts help parties that can be subject to illegal contracts.

BUS.BLAW.4 Students will examine legal rules and contracts that apply to marriage, divorce, and child custody. (NBEA.B.9)

- BUS.BLAW.4.1 Name legal rights and duties of husbands and wives.
- BUS.BLAW.4.2 Determine how the law affects premarital and marital relationships and the use of prenuptial agreements.
- BUS.BLAW.4.3 Identify ways a marriage can end and grounds for divorces.
- BUS.BLAW.4.4 Identify changes in martial laws.
- BUS.BLAW.4.5 Create a custody agreement for child’s home, school, and financial support included.

BUS.BLAW.5 Students will analyze the legalities of acquiring and leasing property and legal rules that apply to personal and real property. (NBEA.B.5)

- BUS.BLAW.5.1 Distinguish between real and tangible, and intangible personal property, and what body of law governs various transactions.
- BUS.BLAW.5.2 Assess the ways to acquire property and each from of ownership.
- BUS.BLAW.5.3 Describe the legal characteristics of a lease.
- BUS.BLAW.5.4 Compare the tenant’s and lessor’s rights to the premises, responsibilities at property, and duties to property.
- BUS.BLAW.5.5 Test if property should be distinguished as real or personal property.

BUS.BLAW.6 Students will examine common types of insurance and coverage legalities for each type. (NBEA.B.6)

- BUS.BLAW.6.1 Verify legally required coverages.
- BUS.BLAW.6.2 Predict when an insurable interest is present.
- BUS.BLAW.6.3 Compile common provisions in life insurance contracts.
- BUS.BLAW.6.4 Explain types of social insurance from the federal government.

BUS.BLAW.7 Students will plan for the legal consequences of death. (NBEA.B.10)

- BUS.BLAW.7.1 Discuss the benefits of and create a will.
- BUS.BLAW.7.2 Calculate two different types of distributions of a will.
- BUS.BLAW.7.3 Describe how the wealthiest individuals in America move their estates into trusts.
- BUS.BLAW.7.4 Recommend rules and exclusions for settlors to build into trusts for beneficiaries.

BUS.BLAW.8 Students will analyze employment law in relation to conducting business in national and international marketplaces. (NBEA.B.3)

- BUS.BLAW.8.1 Explain the roles of state and federal labor laws and the history of such laws.
- BUS.BLAW.8.2 Determine how union certification affects employees.
- BUS.BLAW.8.3 Propose establishing a new union, changing unions, and eliminating union representation.
- BUS.BLAW.8.4 Rule on unfair labor practices by unions and management.
- BUS.BLAW.8.5 Evaluate relationship between negligence, workers' compensation, and Occupational Safety and Health Administration (OSHA).
- BUS.BLAW.8.6 Determine injuries that workers' compensation is liable for and defenses available to their insurers.
- BUS.BLAW.8.7 Prove how OSHA obtains employer compliance for its requirements.

BUS.BLAW.9 Students will differentiate between the basic business organizations and the benefits of each in the national marketplace. (NBEA.B.4)

- BUS.BLAW.9.1 Discuss basic attributes of sole proprietorship, partnerships, and corporations.
- BUS.BLAW.9.2 Determine the benefits and risks of each form of business organization.
- BUS.BLAW.9.3 Identify different types of partnerships and how they can be formed and terminated.
- BUS.BLAW.9.4 Dissect each partner's rights and duties, when a partner has authority to act, and when a partner is potentially liable for their actions.
- BUS.BLAW.9.5 Identify different types of corporations, how they are formed, and how corporations are financed.

Strategies for College

The Computer Applications 1 curriculum follows the topics outline in the course descriptions as set forth by the IVCC course SFC1000.

BUS.SFC.1 Students will utilize self-assessment inventories. (SFC.1000.01)

- BUS.SFC.1.1 Complete inventories that identify leaning styles and study strategy preferences.
- BUS.SFC.1.2 Analyze the interpretations of his/her self-assessment inventories.
- BUS.SFC.1.3 Utilize self-assessment information to develop a personal and academic action plan.
- BUS.SFC.1.4 Identify how to become an active learner.
- BUS.SFC.1.5 Compute your grade point average using various scales.
- BUS.SFC.1.5 Use a communication software, to check assignments, find helpful classroom links, and communicate with instructors.

BUS.SFC.2 Students will navigate college services. (SFC.1000.02, CSP.2203.12, NBEA.CM.4A)

- BUS.SFC.2.1 Utilize a computer program for free-form information gathering and multi-user collaboration.
- BUS.SFC.2.2 Research college services (i.e., financial aid, transcripts, transfers, technical assistance).
- BUS.SFC.2.3 Examine a syllabus and create a semester plan.

BUS.SFC.3 Students will develop and analyze goal setting and time management strategies. (SFC.1000.03)

- BUS.SFC.3.1 Demonstrate the key components of a well-written goal.
- BUS.SFC.3.2 Write short term and long-term goals.
- BUS.SFC.3.3 Evaluate a variety of scheduling and planning tools.
- BUS.SFC.3.4 Implement a personal time management plan.
- BUS.SFC.3.5 Identify victim and creator beliefs and behaviors.
- BUS.SFC.3.6 Comprehend creator language.

BUS.SFC.4 Students will develop personal learning strategies. (SFC.1000.04)

- BUS.SFC.4.1 Write Cornell notes, mapping notes, and note card notes from reading material.
- BUS.SFC.4.2 Take effective lecture notes.
- BUS.SFC.4.3 Identify a variety of test-taking techniques.
- BUS.SFC.4.4 Interpret chart and graphs.
- BUS.SFC.4.5 Devise and implement a personal study plan.
- BUS.SFC.4.6 Apply effective written and communication skills.
- BUS.SFC.4.7 Solve a variety of problems using critical thinking skills.

BUS.SFC.5 Students will evaluate the effectiveness of his/her decision making and self-motivation strategies. (SFC.1000.05, NBEA.CP.5A)

- BUS.SFC.5.1 Identify steps to create a support network.
- BUS.SFC.5.2 Illustrate ways to utilize study groups and create relationships.
- BUS.SFC.5.4 Investigate how to become a lifelong learner.
- BUS.SFC.5.5 Explain emotional intelligence.
- BUS.SFC.5.6 Evaluate chronotype and the importance of that knowledge.

BUS.SFC.6 Students will enhance the thinking skills that are essential for analyzing and solving problems in their academic, professional, and personal lives. (SFC1000.06)

- BUS.SFC.6.1 Identify skills that are essential for analyzing and solving problems in academic, professional, and personal lives.
- BUS.SFC.6.2 Discover a preferred learning style.
- BUS.SFC.6.3 Make academic course corrections as needed.
- BUS.SFC.6.4 Identify the components for effective writing.

BUS.SFC.7 Students will use a digital notebook for capturing, storing, and sharing information. (CSP 2203.12)

- BUS.SFC.7.1 Create a workbook in the cloud.
- BUS.SFC.7.2 Add sections, pages, and take notes.
- BUS.SFC.7.3 Make quick notes, clipping from the Web, capture images, create links, insert tables, and utilize the draw and highlight tools.

Career Technical Education

Introduction to Industrial Technology

IIT Drafting:

CTE.IIT.DFT.1 **Students will compare and contrast technology and science, describe the impacts that technology has had on society, and explain the purpose and function of engineering notebooks. (NS-1-BM-G, NS3-BM-F, NS4-BM-D, E, F, NS6-BM-F, G)**

- CTE.IIT.DFT.1.1 Explore the six major groups of technological resources and recognize their use in technological development.
- CTE.IIT.DFT.1.2 Explore the value and need of keeping an engineering notebook and prepare a notebook for use.
- CTE.IIT.DFT.1.3 Conduct a quest to learn more about technology and how it is similar to and different from science.
- CTE.IIT.DFT.1.4 Create a concept map of their understanding of technology and related topics, such as science and the development and use of technology.
- CTE.IIT.DFT.1.5 Working with a design partner, identify, investigate, and research major inventions or developments that has occurred during the last 100 years (since 1900).

CTE.IIT.DFT.2 **Students will describe the design process and how it is used to aid in problem solving, explain how and measure in different contexts, describe the purpose and importance of working in a team, and use the design process to solve a technical problem. (NS-8-BM-E, F, G; NS9-BM-F, G, H; NS11-BM-H, I, J, K, L; NS9-BM-E, H; NS11-BM-J, L)**

CTE.IIT.DFT.2.1 Work on a design team, assume a different role (e.g., project leader or design engineer) rotate roles, and exercise different leadership skills in the team process.

CTE.IIT.DFT.2.2 Working in pairs, make a simple measurement instrument and use it to make measurements of an object

CTE.IIT.DFT.2.3 Identify the elements of design and what is it that a person must do to develop an idea and then make it into something functional.

CTE.IIT.DFT.2.4 Solve technical problems using problem-solving skills and the design process realizing that when solving a technical problem, it is important to strive for the best possible solution that will incorporate the elements of design and have the least amount of negative impact.

CTE.IIT.DFT.2.5 Working in teams, solve community technical problems, either given or researched, by identifying the problem, creating a design, and developing a solution.

CTE.IIT.DFT.3 **Students will identify and accurately interpret thumbnail sketches and isometric, orthographic, and one- and two-point drawings. They will develop thumbnail sketches, orthographic drawing, and isometric drawings using manual and computer-assisted processes. They will communicate ideas for design using various sketching methods, sketches, and different drafting views. (NS17-BM-G, K, NS11-BM-J)**

CTE.IIT.DFT.3.1 Identify and accurately interpret thumbnail sketches and isometric, orthographic, and one- and two-point drawings.

CTE.IIT.DFT.3.2 Explore the differences between isometric and orthographic drawings.

CTE.IIT.DFT.3.3 Create a portfolio of sketches and drawings demonstrating knowledge of terminology and different methods of sketching and drawing to communicate ideas.

IIT Electricity:

CTE.IIT.ELE.1 Students will identify and safely use the tools and accessories utilized in the electrical field.

CTE.IIT.ELE.1.1 Identify basic electrical tools and equipment

CTE.IIT.ELE.1.2 Demonstrate safe use of basic hand and power tools.

CTE.IIT.ELE.2 Students will explain basic Direct-Current (DC) electrical circuits by computing and making reasonable estimates.

CTE.IIT.ELE.2.1 Define the terms voltage, current, and resistance.

CTE.IIT.ELE.2.2 Explain and apply Ohm's law.

CTE.IIT.ELE.3 Students will apply basic electrical theory and demonstrate mathematical skills.

CTE.IIT.ELE.3.1 Interpret electrical terms.

CTE.IIT.ELE.3.2 Apply knowledge of arithmetic operations.

CTE.IIT.ELE.4 Students will analyze and explain basic Direct-Current (DC) electrical circuits.

CTE.IIT.ELE.4.1 Analyze and explain a series circuit.

CTE.IIT.ELE.4.2 Draw a series circuit and calculate circuit values.

CTE.IIT.ELE.5 Students will explain residential wiring requirements, as required by the National Electrical Code (NEC) and make electrical connections to meet this code.

CTE.IIT.ELE.5.1 Identify the importance of following the National Electrical Code.

CTE.IIT.ELE.5.2 Identify residential wiring requirements and specifications in accordance with a wiring plan.

CTE.IIT.ELE.5.3 Identify, install, and wire a duplex receptacle outlet circuit in compliance with the National Electrical Code.

CTE.IIT.ELE.5.4 Troubleshoot residential electric circuits (i.e., reverse polarity, GFCI).

IIT Machine Skills:

CTE.IIT.MS.1 Students will apply safe practices. (ACCP2.2)

- CTE.IIT.MS.1.1 Wear safety glasses.
- CTE.IIT.MS.1.2 Demonstrate basic knowledge about machines before operating.
- CTE.IIT.MS.1.3 Describe the importance of wearing proper safety clothing.
- CTE.IIT.MS.1.4 Demonstrate the proper attitude to be safe in the machine shop.

CTE.IIT.MS.2 Students will operate the horizontal band saw. (ACCP5.4)

- CTE.IIT.MS.2.1 Read a scale.
- CTE.IIT.MS.2.2 Operate the horizontal band saw vice.
- CTE.IIT.MS.2.3 Power the saw with the switch.
- CTE.IIT.MS.2.4 Operate the air valve to control cutting speed.
- CTE.IIT.MS.2.5 Operating the horizontal band saw, safely cut a piece of metal.

CTE.IIT.MS.3 Students will operate the bench grinder. (ITA.N3)

- CTE.IIT.MS.3.1 Practice hand placement in regard to the grinding wheels.
- CTE.IIT.MS.3.2 Grind a basic chamfer.
- CTE.IIT.MS.3.3 Grind a point on their part.

CTE.IIT.MS.4 Students will operate the lathe. (ITA.K5, ACCP 7.1, 7.2, 7.3, 7.4)

- CTE.IIT.MS.4.1 Face their part and bring to length.
- CTE.IIT.MS.4.2 Center drill their part.
- CTE.IIT.MS.4.3 Cut part to blueprinted dimensions.
- CTE.IIT.MS.4.4 Knurl their part.
- CTE.IIT.MS.4.5 Turn a three (3) degree taper on their part.
- CTE.IIT.MS.4.6 Cut striker end on their part.

CTE.IIT.MS.5 Students will explore careers in machining and manufacturing.

- CTE.IIT.MS.5.1 Explore careers available in machining and manufacturing.
- CTE.IIT.MS.5.2 Research a career of interest in machining and manufacturing.

IIT Welding:

CTE.IIT.WLD.1 Students apply safety standards in accordance with ANSI Z49.1.

- CTE.IIT.WLD.1.1 Utilize personal protective equipment (PPE) to work safely in welding.
- CTE.IIT.WLD.1.2 Identify electrical hazards in the weld shop to work safely around electrical components.
- CTE.IIT.WLD.1.3 Analyze welding fumes and welding ventilation to determine ventilation needs in confined spaces.
- CTE.IIT.WLD.1.4 Analyze fire and or explosion hazards in the weld shop to determine proper safety procedures.
- CTE.IIT.WLD.1.5 Identify the hazards that produce arc flash and apply procedures to eliminate accidental arc flash.

CTE.IIT.WLD.2 Students will explore and compare welding jobs, pay, and benefits in the industrial field.

- CTE.IIT.WLD.2.1 Identify industrial jobs in which welding is used.
- CTE.IIT.WLD.2.2 Analyze prevailing sheets to better understand differences in benefit packages.
- CTE.IIT.WLD.2.3 Use prevailing wage sheets to estimate yearly pay and pension benefits.
- CTE.IIT.WLD.2.4 Compare prevailing yearly pay packages to determine pay and profitability for their chosen career path.

CTE.IIT.WLD.3 Students will identify components and electrodes and demonstrate proper safe use a Shielded Metal Arc Welding (SMAW) machine.

- CTE.IIT.WLD.3.1 Identify the components of the SMAW machine and their proper use of each component.
- CTE.IIT.WLD.3.2 Make proper electrode and polarity selection using the American Welding Society (AWS) electrode chart.
- CTE.IIT.WLD.3.3 Assess safety issues and hazards concerning the use of the SMAW machine and determine preventable and/or correctable conditions.

CTE.IIT.WLD.4 Students will perform competency based SMAW welds using the four fundamental welding skills.

- CTE.IIT.WLD.4.1 Repeatedly strike the SMAW welding arc without sticking and/or marking the base material excessively.
- CTE.IIT.WLD.4.2 Maintain a consist arc gap to produce a quality weld profile.
- CTE.IIT.WLD.4.3 Manipulate the SMAW electrode angle to produce quality welds with proper weld profiles and no slag inclusions.
- CTE.IIT.WLD.4.4 Produce a proper welding speed to maximize quality and productivity.

CTE.IIT.WLD.5 Students will independently perform entry level competency based SMAW welds in the flat position in accordance with AWS D1.1 codes.

- CTE.IIT.WLD.5.1 Produce and restart straight stringer beads.
- CTE.IIT.WLD.5.2 Produce a proper overlapping pad build up.
- CTE.IIT.WLD.5.3 Produce single and multi-pass tee welds.

IIT Woodworking:

CTE.IIT.WW.1 Students will apply and explain safe woodworking techniques and attire. They will explain beneficial equipment utilized in the woodworking industry. (Arizona CTE Standards Cabinetmaking 2.0)

- CTE.IIT.WW.1.1 Apply safe woodworking techniques in the woodshop.
- CTE.IIT.WW.1.2 Explain the importance of shop safety.
- CTE.IIT.WW.1.3 Explain importance of and maintain appropriate appearance and safe work attire.
- CTE.IIT.WW.1.4 Wear appropriate Personal Protective Equipment (PPE).
- CTE.IIT.WW.1.5 Examine the benefits of using a dust collection system.

CTE.IIT.WW.2 Students will explore careers in the woodworking industry and develop and estimate cost of a project. (Arizona CTE Standards Cabinetmaking 1.0)

- CTE.IIT.WW.2.1 Discuss the importance of the woodworking industry.
- CTE.IIT.WW.2.2 Estimate the cost of a project (supplies, materials and overhead).
- CTE.IIT.WW.2.3 Develop a list of materials from a cut list and plan.
- CTE.IIT.WW.2.4 Discuss the commercial importance of wood.
- CTE.IIT.WW.2.5 List several woodworking careers.

CTE.IIT.WW.3 Students will select measurement tools and accurately measure and mark stock for cutting. (Arizona CTE Standards Cabinetmaking 3.0, 4.0)

- CTE.IIT.WW.3.1 Accurately mark measurements on a customary tape measure.
- CTE.IIT.WW.3.2 Select the correct measuring tool for a specific task.
- CTE.IIT.WW.3.3 Correctly measure and mark stock for cutting.

CTE.IIT.WW.4 Students will select proper hand tools for completion of a project. (Arizona CTE Standards Cabinetmaking 4.0)

- CTE.IIT.WW.4.1 Select the proper hand tools for making their project.
- CTE.IIT.WW.4.2 Select the proper chisel to notch or mortise stock.
- CTE.IIT.WW.4.3 Compare a straight claw hammer and a curved claw hammer.
- CTE.IIT.WW.4.4 Explain the proper way to clean and maintain hand tools.

CTE.IIT.WW.5 Students will utilize the table, miter, and band saws to perform certain cuts. (Arizona CTE Standards Cabinetmaking 5.0)

- CTE.IIT.WW.5.1 Demonstrate a rip cut, miter cut, and cross cut the on table saw.
- CTE.IIT.WW.5.2 Select, change, and set up blades on the table saw.
- CTE.IIT.WW.5.3 Demonstrate a cross cut, miter cut, and bevel cut on the miter saw.
- CTE.IIT.WW.5.4 Demonstrate cutting irregular shapes on the band saw.

CTE.IIT.WW.6 Students will utilize a sander, router, drill press, and jointer to complete woodworking processes. (Arizona CTE Standards Cabinetmaking 4.0, 5.0, 6.0)

- CTE.IIT.WW.6.1 Describe the qualities needed in a power drill for woodworking.
- CTE.IIT.WW.6.2 Demonstrate using a sander by sanding stock material.
- CTE.IIT.WW.6.3 Install a router bit in a router.
- CTE.IIT.WW.6.4 Operate a router, following all safety rules.
- CTE.IIT.WW.6.5 Identify operations that can be performed by using the drill press.
- CTE.IIT.WW.6.6 Identify the major parts of the jointer.
- CTE.IIT.WW.6.7 Describe the special procedure for joining stock.

CTE.IIT.WW.7 Students will interpret woodworking plans and create a cut list and estimate cost. (Arizona CTE Standards Cabinetmaking 7.0)

- CTE.IIT.WW.7.1 Read and interpret blueprints.
- CTE.IIT.WW.7.2 Create a cut list.
- CTE.IIT.WW.7.3 Create a bill of material.

Drafting

CTE.DFT.1 **Students will research the influence of the history of art, artistic period, style and technology and how they have influenced tool and product design innovations in the field of engineering. They will explore how the design concept of form and function and innovations in tools and materials have led to improvements in the field. (2.0, 2.1, 2.3, 2.4, 4.0, 4.1, 4.2, 4.3, 5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6)**

- CTE.DFT.1.1 Research, using library resources or Internet, the chronological and accelerating development of the design and drawing process.
- CTE.DFT.1.2 Form a design team, select, research, and trace the design changes a product has undergone since its development.
- CTE.DFT.1.3 Evaluate of the effects a product on the environment, society, and their personal life and present findings.
- CTE.DFT.1.4 Identify and research five professional organizations and the functions of that organization and present findings.
- CTE.DFT.1.5 Identify career opportunities in design engineering, explain their job functions, list the educational requirements
- CTE.DFT.1.6 Investigate current career clusters that are available in the field of design engineering, summarize their research, and present their findings.
- CTE.DFT.1.7 Select a job of interest in the field, research job requirements, create a brief description of their selection identifying colleges offering that choice and the educational requirements, and summarize their findings.

CTE.DFT.2 **Students will list the seven steps of the design process and explain the activities that occur during each phase. They will assess the value of working as a team and the importance of focusing on detail when executing the design process, and apply the steps of the design process to solve a variety of design problems. (1.0, 1.1, 1.2, 1.3, 2.0, 2.1, 2.2, 2.3, 6.0, 6.1, 6.2, 6.3)**

- CTE.DFT.2.1 List the seven steps of the design process and explain the activities that occur during each phase.
- CTE.DFT.2.2 Assess the value of working as a team and understand the benefits of collaboration.
- CTE.DFT.2.3 Investigate the principles and elements of design and demonstrate their use in the design process.
- CTE.DFT.2.4 Identify the use of the principles and elements of design in various products, print media, and art forms.
- CTE.DFT.2.5 Collect and display examples of the principles and elements of design and incorporate them in a design solution.

CTE.DFT.3

Students will identify basic sketching techniques and sketch basic geometric shapes. They will formulate pictorial sketches to develop ideas, solve problems, and identify relationships in the design process using additive and subtractive methods. They will develop properly annotated sketches, interpreting the annotation, and evaluate the views to communicate graphically. (1.0, 1.3, 3.0, 3.1, 3.3, 3.4,4.0, 4.1, 4.2, 5.0, 5.6, 6.0, 6.2)

- CTE.DFT.3.1 Identify basic sketching techniques and sketch basic geometric shapes.
- CTE.DFT.3.2 Integrate proper sketching techniques and styles in the creation of sketches and produce two-dimensional geometric figures.
- CTE.DFT.3.3 Select and produce the appropriate pictorial style to best communicate solutions in the design process.
- CTE.DFT.3.4 Formulate pictorial sketches to develop ideas, solve problems, and identify relationships during the design process.
- CTE.DFT.3.5 Create sketches utilizing both the additive and subtractive methods to assess underlying geometric and perceptual principles.
- CTE.DFT.3.6 Select a sketching method that is efficient in its use of color, form, and symbols representing abstract data.
- CTE.DFT.3.7 Augment pictorial sketches with shading to improve communication.
- CTE.DFT.3.8 Evaluate and select the necessary views to graphically communicate design solutions.
- CTE.DFT.3.9 Interpret annotated sketches in the design analysis process and integrate annotated sketches in presentations, portfolios, and the documentation process.
- CTE.DFT.3.10 Develop properly annotated sketches to accurately convey data in a design solution.

CTE.DFT.4

Students will utilize parametric design software to plot coordinates using absolute, relative, and polar coordinates. They will use a compass, ruler, and triangle to construct and bisect various geometric and three dimensional shapes, (1.0, 1.3, 3.0, 3.1, 3.2, 3.3, 4.0, 4.2, 6.0, 6.1, 6.3)

- CTE.DFT.4.1 Define and contrast points, lines, and line segments.
- CTE.DFT.4.2 Identify major geometric shapes (isosceles triangle, right triangle, scalene triangle, rectangles, squares, rhombus, trapezoid, pentagon, hexagon, and octagon).
- CTE.DFT.4.3 Use a compass, ruler and triangle to construct various geometric shapes.
- CTE.DFT.4.4 Define the elements and types of angles.
- CTE.DFT.4.5 Use a compass, ruler, and triangle students to construct and bisect various types of angles.
- CTE.DFT.4.6 Define terminology associated with arcs and circles and construct arcs, circles, and ellipses using a compass, ruler, and triangle.
- CTE.DFT.4.7 Identify, define, and distinguish the following geometric constraints in given three-dimensional models: horizontal, vertical, parallel, perpendicular, tangent, concentric, collinear, coincident, and equal.
- CTE.DFT.4.8 Identify and apply the right-hand rule to identify the X, Y, and Z axes of the Cartesian Coordinate System.
- CTE.DFT.4.9 Apply a combination of absolute, relative, and polar coordinates to construct a three-dimensional model.
- CTE.DFT.4.10 Identify and define the origin planes in the Cartesian Coordinate System and identify the origin and planar orientations of each side of a three-dimensional model.

CTE.DFT.5 **Students will evaluate different methods of producing, editing, and storing geometry necessary for models, create and manipulate geometry to produce a 3D model, produce the annotations to document various drawings made from a 3D model, and interpret the relationship of orthographic and auxiliary views to their parent 3D model. (NS9-BM-J, NS11-BM-J, NS12-BM-J)**

- CTE.DFT.5.1 Identify and describe the coordinate system, its purpose, and use in descriptive geometry and how it is used to create shapes.
- CTE.DFT.5.2 Explore sketching in three-point perspective and transfer 2D drawings from isometric to orthographic drawings, as well as work with orthographic drawings and determine the isometric view. They will use this information to help them create a physical 3D model and then use computer software specifically designed to help them craft 3D models of their drawings.
- CTE.DFT.5.3 Create a 3D object following specified criteria and constraints and explain their object through visual and computer sketching.
- CTE.DFT.5.4 Explore how an object was originally put together, examine it from all views, and determine what different shapes make up the object, and reproduce it.

CTE.DFT.6 **Students will explore and demonstrate assembly modeling skills to solve a variety of design problems, apply the base component, and place and create components effectively in the assembly environment, create circular and rectangular patterns of components, and replace components with modified external parts. They will also perform part manipulation during the creation of an assembly model. (NS 2.0,2.3 3.0,3.1,3.2,3.3 4.0,4.1,4.2 5.0,5.4 6.0,6.1,6.2,6.3)**

- CTE.DFT.6.1 Use mathematical models and analyze change in both real and abstract contexts.
- CTE.DFT.6.2 Explore the attributes of design and apply as a specific problem solving method.
- CTE.DFT.6.3 Identify troubleshooting, research and development, invention and innovation, and experimentation as means for solving design problems.
- CTE.DFT.6.4 Apply a variety of techniques, tools, and formulas for determining measurements.
- CTE.DFT.6.5 Use information and communication technologies to record, store, manipulate, transmit, and display information.
- CTE.DFT.6.6 Develop a disposition to formulate, represent, abstract, and generalize situations within and outside mathematics
- CTE.DFT.6.7 Apply a wide variety of strategies to solve problems and adapt the strategies to new situations

Electricity

CTE.ELE.1 Students will identify and safely use the tools and accessories utilized in the electrical field.

- CTE.ELE.1.1 Identify basic electrical tools and equipment.
- CTE.ELE.1.2 Demonstrate safe use of basic hand and power tools.

CTE.ELE.2 Students will demonstrate a fluent understanding of basic Direct-Current (DC) electrical circuits by computing and making reasonable estimates. (NCTM 9-12)

- CTE.ELE.2.1 Define the terms voltage, current, and resistance.
- CTE.ELE.2.2 Explain and apply Ohm's law.

CTE.ELE.3 Students will apply basic electrical theory and demonstrate mathematical skills.

- CTE.ELE.3.1 Interpret electrical terms.
- CTE.ELE.3.2 Apply knowledge of arithmetic operations.

CTE.ELE.4 Students will analyze and explain basic Direct-Current (DC) electrical circuits.

- CTE.ELE.4.1 Analyze and explain a series circuit.
- CTE.ELE.4.2 Draw a series circuit and calculate circuit values.

CTE.ELE.5 Students will design and construct solar vehicles while formulating questions that can be addressed with data collection. Students will organize and display relevant data. (NCTM 9-12, NTSA 9-12)

- CTE.ELE.5.1 Identify questions and concepts that guide scientific investigations.
- CTE.ELE.5.2 Design and conduct scientific investigations.
- CTE.ELE.5.3 Use technology and mathematics to improve investigations and communications.

CTE.ELE.6 Students will explain residential wiring requirements, as required by the National Electrical Code (NEC) and make electrical connections to meet this code.

- CTE.ELE.6.1 Explain the importance of following the national electrical code.
- CTE.ELE.6.2 Identify residential wiring requirements and specifications in accordance with a wiring plan.
- CTE.ELE.6.3 Identify, install and wire a duplex receptacle outlet circuit in compliance with the national electrical code.
- CTE.ELE.6.4 Troubleshoot residential electric circuits (reverse polarity, GFCI).

Machine Skills

CTE.MS.1

Students will apply safe practices. (ACCP2.2)

- CTE.MS.1.1 Wear safety glasses in accordance with state law.
- CTE.MS.1.2 Demonstrate basic knowledge about machines before operating.
- CTE.MS.1.3 Wear proper safety clothing.
- CTE.MS.1.4 Demonstrate the proper attitude to be safe in the machine shop.

CTE.MS.2

Students will operate the horizontal band saw. (ACCP5.4)

- CTE.MS.2.1 Read a scale.
- CTE.MS.2.2 Operate the horizontal band saw vice.
- CTE.MS.2.3 Power the saw with the on/off switch.
- CTE.MS.2.4 Operate the air valve to control cutting speed.
- CTE.MS.2.5 Utilize the controls on the horizontal band saw to cut the piece of metal to complete a project.

CTE.MS.3

Students will operate the bench grinder. (ITA.N3)

- CTE.MS.3.1 Practice hand placement in regard to the grinding wheels.
- CTE.MS.3.2 Grind a basic chamfer on the end of their part.
- CTE.MS.3.3 Grind a point on their part.

CTE.MS.4

Students will operate the lathe. (ITA.K5, ACCP 7.1, 7.2, 7.3, 7.4)

- CTE.MS.4.1 Face their part and bring to length.
- CTE.MS.4.2 Center drill their part.
- CTE.MS.4.3 Cut part to blueprinted diameter.
- CTE.MS.4.4 Bore their part.
- CTE.MS.4.5 Turn a 3-degree taper on their part
- CTE.MS.4.6 Shape the ball end of the hammer on their part.

CTE.MS.5

Students will explore careers in machining and manufacturing.

- CTE.MS.5.1 Explore careers available in machining and manufacturing and present findings.
- CTE.MS.5.2 Research a career of interest in machining and manufacturing.

CTE.MS.6**Students will operate a mill. (ITA L5, ACCP 8.1, 8.2, 8.3, 8.5)**

- | | |
|------------|---|
| CTE.MS.6.1 | Face two sides of a part to square the part. |
| CTE.MS.6.2 | Mill a part to remove .500" material from factory side. |
| CTE.MS.6.3 | Channel the part. |
| CTE.MS.6.4 | Cut 15 and 30 degree angles on the part. |
| CTE.MS.6.5 | Cut the part in half with a vertical bandsaw. |
| CTE.MS.6.6 | Mill the part to height designated on blueprints. |
| CTE.MS.6.7 | Use a drill press to drill holes in part. |

Welding

CTE.WLD.1 Students apply safety standards. (ANSI Z49.1)

- CTE.WLD.1.1 Utilize personal protective equipment (PPE) to work safely in welding.
- CTE.WLD.1.2 Identify electrical hazards in the weld shop work safely around electrical components.
- CTE.WLD.1.3 Analyze welding fumes and welding ventilation to determine ventilation needs in confined spaces.
- CTE.WLD.1.4 Analyze fire and or explosion hazards in the weld shop to determine proper safety procedures.
- CTE.WLD.1.5 Identify the hazards that produce arc flash and apply procedures to eliminate accidental arc flash.

CTE.WLD.2 Students will explore and compare welding jobs, pay, and benefits in the industrial field.

- CTE.WLD.2.1 Identify industrial jobs in which welding is used.
- CTE.WLD.2.2 Analyze prevailing sheets to better understand differences in benefit packages.
- CTE.WLD.2.3 Use prevailing wage sheets to estimate yearly pay and pension benefits.
- CTE.WLD.2.4 Compare prevailing yearly pay packages to determine pay and profitability for their chosen career path.

CTE.WLD.3 Students will identify components, electrodes and demonstrate proper safe use a Shielded Metal Arc Welding (SMAW) machine.

- CTE.WLD.3.1 Identify the components of the SMAW machine and their proper use of each component.
- CTE.WLD.3.2 Make proper electrode and polarity selection using the American Welding Society (AWS) electrode chart.
- CTE.WLD.3.3 Assess safety issues and hazards concerning the use of the SMAW machine and determine preventable and/or correctable conditions.

CTE.WLD.4 Students will perform competency based SMAW welds using the four fundamental welding skills.

- CTE.WLD.4.1 Repeatedly strike the SMAW welding arc without sticking and/or marking the base material excessively.
- CTE.WLD.4.2 Maintain a consist arc gap to produce a quality weld profile.
- CTE.WLD.4.3 Manipulate the SMAW electrode angle to produce quality welds with proper weld profiles and no slag inclusions.
- CTE.WLD.4.4 Produce a proper welding speed to maximize quality and productivity.

CTE.WLD.5 Students will work independently to perform entry level competency based SMAW welds in the flat position. (AWS D1.1 codes)

- CTE.WLD.5.1 Produce and restart straight stringer beads with both E6010 and E7018 electrodes.
- CTE.WLD.5.2 Produce a proper overlapping pad build up with both E6010 and E7018 electrodes.
- CTE.WLD.5.3 Produce multi-pass tee welds with both E6010 and E7018 electrodes.
- CTE.WLD.5.4 Produce multi-pass corner welds with both E6010 and E7018 electrodes.
- CTE.WLD.5.5 Produce multi-pass edge welds with both E6010 and E7018 electrodes.
- CTE.WLD.5.6 Produce multi-pass butt welds with both E6010 and E7018 electrode.
- CTE.WLD.5.7 Produce a multi-pass v-groove test plate with backing using E7018 electrodes.

CTE.WLD.6 Students will identify components, electrodes and demonstrate proper safe use a Gas Metal Arc Welding (GMAW) machine.

- CTE.WLD.6.1 Identify the components of the GMAW machine and their proper use of each component.
- CTE.WLD.6.2 Maintain and replace consumables including; electrode, shielding gas, tips, nozzles, and drive wheels.
- CTE.WLD.6.3 Make proper electrode and polarity selection using the AWS electrode chart.
- CTE.WLD.6.4 Make proper shielding gas to match electrode and polarity selection.
- CTE.WLD.6.5 Assess safety issues and hazards concerning the use of the GMAW machine and determine preventable and/or correctable conditions

CTE.WLD.7 Students will perform competency based GMAW welds using the fundamental welding skills for GMAW.

- CTE.WLD.4.1 Strike the GMAW welding arc without excessive stick out and/or arcing out tip to material.
- CTE.WLD.4.2 Maintain a consist stick out to produce a quality weld profile.
- CTE.WLD.4.3 Manipulate the GMAW electrode angle to produce quality welds with proper weld profiles and no slag inclusions.
- CTE.WLD.4.4 Produce a proper welding speed to maximize quality and productivity.

CTE.WLD.8 Students will work independently to perform entry level competency based GMAW welds in the flat position. (AWS D1.1 codes)

- CTE.WLD.8.1 Produce and restart straight stringer beads with both ER70-6-S and ER 71 T-1 electrodes.
- CTE.WLD.8.2 Produce a proper overlapping pad build up with both ER70-6-S and ER 71 T-1 electrodes.
- CTE.WLD.8.3 Produce multi-pass tee welds with both ER70-6-S and ER 71 T-1 electrodes.
- CTE.WLD.8.4 Produce multi-lap welds with both ER70-6-S and ER 71 T-1 electrodes.
- CTE.WLD.8.5 Produce multi-corner welds with both ER70-6-S and ER 71 T-1 electrodes.
- CTE.WLD.8.6 Produce multi-pass butt welds with both ER70-6-S and ER 71 T-1 electrodes.

Woodworking

CTE.WW.1 **Students will apply and explain safe woodworking techniques and attire. They will explain beneficial equipment utilized in the woodworking industry. (Arizona CTE Standards Cabinetmaking 2.0)**

- CTE.WW.1.1 Apply safe woodworking techniques in the woodshop.
- CTE.WW.1.2 Explain the importance of shop safety.
- CTE.WW.1.3 Explain the importance and maintain appropriate appearance and safe work attire.
- CTE.WW.1.4 Wear appropriate Proper Protective Equipment (PPE).
- CTE.WW.1.5 Examine the benefits of using a dust collection system.
- CTE.WW.1.6 Handle, use, and store chemicals according to Material Safety Data Sheets. (MSDS).
- CTE.WW.1.7 Examine health problems related to exposure to hazardous materials.
- CTE.WW.1.8 Comply with government regulations regarding health and safety in the shop [e.g. OSHA (Occupation Safety and Health Administration)].
- CTE.WW.1.9 Use equipment safety features according to manufacturer's recommendations.

CTE.WW.2 **Students will explore careers in the woodworking industry and develop and estimate the cost of a project. (Arizona CTE Standards Cabinetmaking 3.0)**

- CTE.WW.2.1 Discuss the importance of the woodworking industry.
- CTE.WW.2.3 Estimate the cost of a project (supplies, materials, and overhead).
- CTE.WW.2.4 Develop a list of materials from a cut list and plan.
- CTE.WW.2.5 Discuss the commercial importance of wood.
- CTE.WW.2.6 Explain how wood is harvested and processed.
- CTE.WW.2.7 Handle and store wood products.
- CTE.WW.2.8 Specify wood stock for species, grade, grain patterns, and color compatibility.
- CTE.WW.2.9 Tally lumber products.

CTE.WW.3 Students will read and interpret blue prints. (Arizona CTE Standards Cabinetmaking 7.0)

- CTE.WW.3.1 Analyze a blue print to create a cut list.
- CTE.WW.3.2 Create a bill of material.
- CTE.WW.3.3 Develop a materials order from a cut list and plan.

CTE.WW.4 Students will select measurement tools and accurately measure and mark stock for cutting. (Arizona CTE Standards Cabinetmaking 2.0, 3.0)

- CTE.WW.4.1 Accurately mark measurements on a customary tape measure.
- CTE.WW.4.2 Select and use the correct measuring tool for a specific measuring task.
- CTE.WW.4.3 Correctly measure and mark stock for cutting.
- CTE.WW.4.4 Apply math skills to solve problems related to woodworking, including written instructions.
- CTE.WW.4.5 Calculate linear feet, square feet and board feet.
- CTE.WW.4.6 Lay out straight and angled cuts.
- CTE.WW.4.7 Determine plumb, level and square.

CTE.WW.5 Students will select proper hand tools for completion of a project. (Arizona CTE Standards Cabinetmaking 4.0)

- CTE.WW.5.1 Select the proper hand tools for making the project.
- CTE.WW.5.2 Use steel rules/tapes, squares.
- CTE.WW.5.3 Identify standard, Phillips, offset and spiral-ratchet screwdrivers.
- CTE.WW.5.4 List the steps of driving a screw.
- CTE.WW.5.5 Compare a straight claw hammer and a curved claw hammer.
- CTE.WW.5.6 Explain the proper way to clean and maintain tools.

CTE.WW.6 Students will utilize different saws to perform different cuts. (Arizona CTE Standards Cabinetmaking 5.0)

- CTE.WW.6.1 Use a table saw to make rip, cross, miter, bevel and dado cuts.
- CTE.WW.6.2 Use a radial arm saw to make cross and miter cuts.
- CTE.WW.6.3 Use a miter saw to make a cross, bevel, and miter and compound cuts.
- CTE.WW.6.4 Use a band saw to cut irregular shapes and re-saw materials.
- CTE.WW.6.5 Use a jointer to square, bevel and flatten stock.

CTE.WW.7 **Students will utilize a sander, router, drill press, and jointer to complete woodworking processes. (Arizona CTE Standards Cabinetmaking 4.0, 5.0)**

- CTE.WW.7.1 Set up and use a drill press.
- CTE.WW.7.2 Use a router and a router table.
- CTE.WW.7.3 Drill holes with a portable drill.
- CTE.WW.7.4 Create pocket screws joints using a drill and jig.
- CTE.WW.7.5 Use plate/biscuit joiners for square and angled joints.
- CTE.WW.7.6 Use sanders for roughing and finishing.
- CTE.WW.7.7 Clean and maintain hand and portable power tools.

CTE.WW.8 **Students will demonstrate common joinery applications. (Arizona CTE Standards Cabinetmaking 9.0)**

- CTE.WW.8.1 Layout and cut butt joints.
- CTE.WW.8.2 Reinforce butt joints using dowels, screws, biscuits, and pocket screws.
- CTE.WW.8.3 Layout and cut a dado joint.
- CTE.WW.8.4 Layout and cut a rabbet joint.
- CTE.WW.8.5 Layout and cut a miter joint.

CTE.WW.9 **Students will use fasteners, adhesives and hardware to assemble products. (Arizona CTE Standards Cabinetmaking 10.0)**

- CTE.WW.9.1 Explain the purpose and applications of common fasteners.
- CTE.WW.9.2 Use adhesives appropriate to the application.
- CTE.WW.9.3 Use various clamping devices.
- CTE.WW.9.4 Demonstrate various ways to remove excess glue.
- CTE.WW.9.5 Explore common uses and applications of jigs and fixtures.

Family and Consumer Sciences

Foods and Nutrition 1

FCS.FN1.1 **Students will examine the basic causes of foodborne illnesses, distinguish proper food handling practices, and differentiate methods of preventing or treating kitchen accidents. (NSFCS 8.2.1, NSFCS 8.2.3, NSFCS 8.2.6, NSFCS 8.2.7, NSFCS 14.3.3, NSFCS 14.4.5, NSFCS 14.4.1)**

- FCS.FN1.1.1 Identify the causes of foodborne illness.
- FCS.FN1.1.2 Distinguish safe from unsafe food handling practices.
- FCS.FN1.1.3 Explain storage principles that affect food safety.
- FCS.FN1.1.4 Explain how to prepare for and respond to kitchen accidents.
- FCS.FN1.1.5 Describe factors to consider when selecting kitchen appliances.
- FCS.FN1.1.6 Demonstrate practices that promote kitchen cleanliness.

FCS.FN1.2 **Students will analyze kitchen equipment, measurements, recipes, cooking methods, and cutting techniques to distinguish the items needed to produce different dishes. (NSFCS 8.4.3, NSFCS 8.4.5, NSFCS 8.5.2, NSFCS 8.5.3, NSFCS 8.5.4, NSFCS 8.5.5)**

- FCS.FN1.2.1 Identify the different measurement equivalents.
- FCS.FN1.2.2 Choose and use appropriate tools and methods for measuring different types of food.
- FCS.FN1.2.3 Explain how and why a recipe might be modified.
- FCS.FN1.2.4 Evaluate the clarity and completeness of a recipe.
- FCS.FN1.2.5 Explain the use and care of kitchen tools and equipment.
- FCS.FN1.2.6 Demonstrate safe and efficient cutting techniques.
- FCS.FN1.2.7 Demonstrate different ways to mix foods.

FCS.FN1.3 **Students will analyze their food input as it relates to nutrition and the Recommended Dietary Allowance recommendations to create a healthy meal plan for themselves. (NSFCS 14.1.1, NSFCS 14.1.2, NSFCS 14.1.3, NSFCS 14.1.4, NSFCS 14.1.5, NSFCS 14.2.1, NSFCS 14.2.2)**

- FCS.FN1.3.1 Examine dietary intakes and guidelines.
- FCS.FN1.3.2 Analyze a nutrition facts panel and how to use it.
- FCS.FN1.3.3 Explain the impact of nutrients on your body and health.
- FCS.FN1.3.4 Explain how nutrients are absorbed, transported and stored in the body.

FCS.FN1.4 **Students will compare ways to select, store, and prepare different types of fruits and vegetables to generate a dish with a focus on nutritional needs.**

- FCS.FN1.4.1 Explain the nutritional value of fruits and vegetables.
- FCS.FN1.4.2 Explain how to store fresh fruits.
- FCS.FN1.4.3 Describe enzymatic browning and how to prevent.
- FCS.FN1.4.4 Explain how to store and prepare fresh vegetables.
- FCS.FN1.4.5 Identify the forms of fruits and vegetables found in the store.

FCS.FN1.5 **Students will compare ways to buy, store, and use dairy items to generate a dish with a focus on nutritional needs. (NSFCS 8.5.7)**

- FCS.FN1.5.1 Explain the nutritional value of dairy foods.
- FCS.FN1.5.2 Identify dairy products and their uses.
- FCS.FN1.5.3 Explain how to select and store dairy products.
- FCS.FN1.5.4 Describe methods for preparing, cooking, and serving dairy products.
- FCS.FN1.5.5 Demonstrate methods for preparing, cooking and serving dairy products.

FCS.FN1.6 **Students will examine the functions eggs perform in foods and execute cooking techniques with a focus of nutritional needs. (NSFCS 8.5.11)**

- FCS.FN1.6.1 Explain the nutritional value of eggs.
- FCS.FN1.6.2 Describe the structure of an egg.
- FCS.FN1.6.3 Explain how to select and store eggs.
- FCS.FN1.6.4 Describe methods for cooking and serving eggs.
- FCS.FN1.6.5 Demonstrate methods for cooking and serving eggs.

FCS.FN1.7 **Students will assess the scientific process of baking, including preparation of yeast breads and cookies, with a focus on nutritional needs. (NSFCS 8.5.10)**

- FCS.FN1.7.1 Explain the nutritional value of carbohydrates.
- FCS.FN1.7.2 Describe basic baking ingredients.
- FCS.FN1.7.3 Explain the effects of different baking ingredients.
- FCS.FN1.7.4 Demonstrate basic techniques that are part of the baking process.
- FCS.FN1.7.5 Compare methods for making yeast breads.
- FCS.FN1.7.6 Demonstrate how to make yeast breads.
- FCS.FN1.7.7 Describe different types of cookies.
- FCS.FN1.7.8 Demonstrate how to make a variety of cookies.

Foods and Nutrition 2

FCS.FN2.1 **Students will review key concepts dealing with measurements, kitchen equipment, cooking methods, food safety and sanitation to determine readiness for food preparation. (NSFCS 8.5.5, NSFCS 8.5.2, NSFCS8.5.3)**

- FCS.FN2.1.1 Explain storage principles that affect food safety.
- FCS.FN2.1.2 Explain how to prepare for and respond to kitchen accidents.
- FCS.FN2.1.3 Demonstrate practices that promote kitchen cleanliness.
- FCS.FN2.1.4 Choose and use appropriate tools and methods for measuring different types of food.

FCS.FN2.2 **Students will assess the scientific process of baking, including preparation of quick breads, with a focus on nutritional needs. (NSFCS 8.5.10)**

- FCS.FN2.2.1 Compare methods for making quick breads.
- FCS.FN2.2.2 Demonstrate methods for making quick breads.

FCS.FN2.3 **Students will select an event or holiday and compare ways to buy and store items to generate an appetizer dish with a focus on nutritional needs. (NSFCS 8.5.9)**

- FCS.FN2.3.1 Explain the purpose of appetizers
- FCS.FN2.3.2 Determine when appetizers should be served.
- FCS.FN2.3.3 Explain how to select and store appetizers
- FCS.FN2.3.4 Demonstrate how to make an appetizer.

FCS.FN2.4 **Students will compare ways to select, store, and prepare different types of soups, stews and sauces to generate a dish with a focus on nutritional needs. (NSFCS 8.5.6)**

- FCS.FN2.4.1 Identify various soups, stews, and sauces.
- FCS.FN2.4.2 Explain ways to thicken liquid.
- FCS.FN2.4.3 Demonstrate how to make soups, stews, sauces.
- FCS.FN2.4.4 Explain how to store soups, stews and sauces.

FCS.FN2.5 **Students will compare ways to select, store, and prepare different types of grains to generate a dish with a focus on nutritional needs.**

- FCS.FN2.5.1 Identify grain products and their uses.
- FCS.FN2.5.2 Explain how to select and store grains.
- FCS.FN2.5.3 Describe methods for preparing, cooking, and serving grains.
- FCS.FN2.5.4 Demonstrate methods for preparing, cooking, and serving grains.

FCS.FN2.6 **Students will compare ways to select, store and prepare different types of salads and dressings to generate a dish with a focus on nutritional needs. (NSFCS 8.5.8)**

- FCS.FN2.6.1 Describe various salads and dressings
- FCS.FN2.6.2 Explain how salads fit into healthful meals
- FCS.FN2.6.3 Explain how to select and store salad greens.
- FCS.FN2.6.4 Describe and demonstrate methods for preparing and serving salads and dressings.

FCS.FN2.7 **Students will assess the scientific process of baking, including preparation of pastry crusts, pies, and cakes, to create a baked product to be evaluated. (NSFCS 8.5.10)**

- FCS.FN2.7.1 Describe various pies and cakes.
- FCS.FN2.7.2 Demonstrate how to make a pastry crust and pie.
- FCS.FN2.7.3 Explain techniques for baking pies successfully.
- FCS.FN2.7.4 Demonstrate how to decorate a cake using frosting and fondant.
- FCS.FN2.7.5 Create a decorated cake based on a given theme.

FCS. FN2.8 **Students will examine foods from different regions, create a presentation identifying key ingredients and dishes, and select a recipe to prepare for the class. (NSFCS 8.5.12, NSFCS 8.5.13)**

- FCS.FN2.8.1 Relate history and geographic location to cuisines in an assigned region.
- FCS.FN2.8.2 Identify typical ingredients used in dishes and explain their use in a given region.
- FCS.FN2.8.3 Describe and prepare dishes from the assigned region.

FCS.FN2.9

Students will create a meal plan based on a budget and generate a complete, nutritional meal to be evaluated. (NSFCS 8.5.5)

- FCS.FN2.9.1 Explain the benefits of planning meals.
- FCS.FN2.9.2 Explain how to create and manage a food budget.
- FCS.FN2.9.3 Summarize ways to incorporate convenience and time savings into meal planning and preparation.
- FCS.FN2.9.4 Compare different types of food stores.
- FCS.FN2.9.5 Develop a useful, well-organized grocery list.
- FCS.FN2.9.6 Explain how label information helps in making food purchases.

Adult Living

FCS.AL.1 Students will analyze trends, set short term and long term goals, and describe how these steps will contribute to successful decision making for adult life. (NSFCS 2.6.2, NSFCS 2.6.3, NSFCS 2.6.4)

- FCS.AL.1.1 Describe the trends that will affect their future.
- FCS.AL.1.2 Identify the five basic human needs of Maslow's hierarchy.
- FCS.AL.1.3 Distinguish between short term and long term goals.
- FCS.AL.1.4 Explain how decisions effect you and others.
- FCS.AL.1.5 Describe the steps in decision making.
- FCS.AL.1.6 Identify key concepts in successful problem solving.
- FCS.AL.1.7 Identify basic causes of conflict.

FCS.AL.2 Students will analyze relationship patterns from dating to marriage and differentiate between the factors that determine their readiness for commitment. (NSFCS 2.6.1, NSFCS 2.6.2, NSFCS 2.6.3, NSFCS 2.6.4)

- FCS.AL.2.1 Analyze dating patterns and the advantages and disadvantages of each.
- FCS.AL.2.2 Explain how to deal with challenges in dating.
- FCS.AL.2.3 Determine readiness for commitment.
- FCS.AL.2.4 Describe how the areas of development relate to sexuality.
- FCS.AL.2.5 Identify the legal requirements of marriage
- FCS.AL.2.6 Analyze how your choice of a marriage partner can affect your life.
- FCS.AL.2.7 Differentiate between factors that should be considered before deciding to marry.

FCS.AL.3 Students will examine career paths, the education and training needed, and will then formulate career goals based on their research. (NSFCS 6.1.5 NSFCS 6.1.6, NSFCS 6.1.7)

- FCS.AL.3.1 Research steps necessary for career planning.
- FCS.AL.3.2 Investigate education and training needed for different careers.
- FCS.AL.3.3 Identify personal career goals.

FCS.AL.4 Students will complete a monthly budget, including a car payment, housing payment, and other fixed and flexible monthly expenses, to help apply money management strategies to develop a personal spending plan based on their values and goals. (NSFCS 2.1.1, NSFCS 2.1.2, NSFCS 2.1.5, NSFCS 2.1.6, NSFCS 2.1.8)

- FCS.AL.4.1 Describe the steps for developing a spending plan.
- FCS.AL.4.2 Demonstrate how to manage a checking account.
- FCS.AL.4.3 Research the steps for obtaining a loan.
- FCS.AL.4.4 Identify important tips for successful money management for families.
- FCS.AL.4.5 Identify steps to follow that will help you make smart purchases.
- FCS.AL.4.6 Explain how personal values and goals influence what you buy.
- FCS.AL.4.7 Compare and Contrast renting versus buying for housing.
- FCS.AL.4.8 Create a monthly budget of expenses.
- FCS.AL.4.9 Examine guidelines for purchasing a car.

Child Development

FCS.CD.1 **Students will analyze different methods of observation and then use one method to conduct an independent observation on children of varying ages ranging from newborn to age six. (NSFCS 4.2.2, NSFCS 12.1.1, NSFCS 12.1.2)**

- FCS.CD.1.1 Explain the best way to learn about children.
- FCS.CD.1.2 Summarize how children learn and develop important skills.
- FCS.CD.1.3 Determine why observation is important in the study of child development.
- FCS.CD.1.4 Compare and contrast different methods of observation and interpretation.
- FCS.CD.1.5 List the stages of development after childhood.
- FCS.CD.1.6 Identify areas of development that researchers have studied.

FCS.CD.2 **Students will analyze the stages of prenatal development and distinguish between tasks that need to be completed during each stage. (NSFCS 12.2.1, NSFCS 12.2.4)**

- FCS.CD.2.1 List the methods of family planning.
- FCS.CD.2.2 Outline what occurs during each of the three stages of prenatal development.
- FCS.CD.2.3 Identify the early signs of pregnancy.
- FCS.CD.2.4 List six categories of basic baby supplies.
- FCS.CD.2.5 Identify ways expectant parents can prepare for the birth of a child.

FCS.CD.3

Students will examine how a baby develops physically, socially, emotionally, and intellectually in the first year and will create a diagram plotting the changes over twelve months. (NSFCS 12.1.1, NSFCS 12.1.2)

- FCS.CD.3.1 Summarize how a baby typically grows in the first year.
- FCS.CD.3.2 Explain how to safely hold a baby.
- FCS.CD.3.3 Identify major influences on an infant's growth and development.
- FCS.CD.3.4 List six basic emotions that babies experience.
- FCS.CD.3.5 Explain how the emotional climate of the home can affect a baby's development.
- FCS.CD.3.6 Identify how play and exploration help a baby develop socially.
- FCS.CD.3.7 Describe how a baby's experiences increase brain function.
- FCS.CD.3.8 List abilities that show intellectual growth in infants.
- FCS.CD.3.9 Identify specific abilities that babies learn during Piaget's first period of learning.
- FCS.CD.3.10 Name ways caregivers can encourage learning.
- FCS.CD.3.11 Diagram a baby's changes over the first twelve months of life.

FCS.CD.4

Students will examine how a child, age one to three, develops physically, socially, emotionally, and intellectually and will create a diagram plotting the changes over three years. (NSFCS 12.1.1, NSFCS 12.1.2)

- FCS.CD.4.1 Identify changes in a child's physical development from ages one to three.
- FCS.CD.4.2 Describe how a parent should respond to typical changes in a child's sleeping patterns.
- FCS.CD.4.3 Explain why it is important to establish good eating habits early in life.
- FCS.CD.4.4 Describe six specific emotions children ages eighteen months to three years show.
- FCS.CD.4.5 Compare and contrast parallel play and cooperative play.
- FCS.CD.4.6 List ways to help children develop social skills.
- FCS.CD.4.7 Describe the four methods of learning used by young children.
- FCS.CD.4.8 List the areas of intellectual activity.
- FCS.CD.4.9 Summarize how to evaluate toys for young children.
- FCS.CD.4.10 Diagram the changes in a child's life from age one through age three.

FCS.CD.5 **Students will examine how a child, age four to six, develops physically, socially, emotionally, and intellectually and will create a diagram plotting the changes over three years. (NSFCS 12.1.1, NSFCS 12.1.2)**

- FCS.CD.5.1 Summarize how an average child's posture and body shape change from ages four to six.
- FCS.CD.5.2 Compare and contrast average motor skills development for four, five, and six year olds.
- FCS.CD.5.3 Identify ways that four to six year olds can care for themselves.
- FCS.CD.5.4 Identify a single characteristic that marks the emotional development of four to six year olds.
- FCS.CD.5.5 Describe how to help children develop self-confidence.
- FCS.CD.5.6 Identify guidelines for encouraging moral development in children.
- FCS.CD.5.7 Describe ways to encourage conflict resolution and cooperation in children.
- FCS.CD.5.8 List eight types of intelligences.
- FCS.CD.5.9 Identify ways to encourage children's interest in learning.
- FCS.CD.5.10 Diagram the changes in a child's life from age four through age six.

Parenting

- FCS.P.1** **Students will analyze the effects of the family, as a system, on individuals and society, evaluate the effects of diverse perspectives, needs and characteristics, to distinguish personal readiness. (NSFCS 15.1.1, NSFCS 15.1.2, NSFCS 15.1.3, NSFCS 15.1.5)**
- FCS.P.1.1 Assess the impact of parenting on individuals, families, and society.
- FCS.P.1.2 Identify reasons for learning about parenting.
- FCS.P.1.3 Describe family functions, family structures, and the stages of the family life cycle.
- FCS.P.1.4 Explain the legal rights and responsibilities of parents and other caregivers.
- FCS.P.1.5 Assess your own maturity level and goals in relation to parenting readiness.
- FCS.P.1.6 Compare the three basic parenting styles.
- FCS.P.2** **Students will examine labor and delivery and distinguish between tasks that need to be completed during each stage. (NSFCS 12.2.1, NSFCS 12.2.4)**
- FCS.P.2.1 Compare and contrast the options for the delivery of a baby.
- FCS.P.2.2 Describe the progression of labor.
- FCS.P.2.3 Explain what happens during a cesarean birth.
- FCS.P.2.4 Describe a newborn’s appearance immediately after birth.
- FCS.P.2.5 Review what occurs during the hospital stay after delivery.
- FCS.P.3** **Students will differentiate options expectant parents have and examine expenses that becoming a parent entails to generate a birth plan. (NSFCS 15.4.2, NSFCS 15.4.3, NSFCS 15.4.4)**
- FCS.P.3.1 Propose ways to help children adjust to the arrival of a new sibling
- FCS.P.3.2 Compare hospital birth facilities, birthing centers, and home birth.
- FCS.P.3.3 Examine financial issues that expectant parents must consider when generating a birth plan.
- FCS.P.3.4 Summarize what to consider when choosing furnishings, clothing, and other baby items.
- FCS.P.3.5 Analyze basic decisions to be made about child care.
- FCS.P.3.6 Propose ways to manage the challenges encountered by new parents.
- FCS.P.3.7 Simulate having a new born baby.

FCS.P.4 **Students will distinguish between the growth patterns of a child’s development and formulate age appropriate activities. (NSFCS 15.2.1)**

- FCS.P.4.1 Identify physical growth patterns in children and adolescents.
- FCS.P.4.2 Explain how to promote good nutrition, fitness, and motor development in children.
- FCS.P.4.3 Identify major milestones in a child’s motor development.
- FCS.P.4.4 Compare the stages of emotional development
- FCS.P.4.5 Analyze strategies for handling difficult emotions in children.
- FCS.P.4.6 Describe ways to promote independence, self-esteem, and healthy emotional development in children.

FCS.P.5 **Students will discuss communication within the family, conduct interviews, and evaluate the responses. (NSFCS 15.2.2, NSFCS 15.2.4, NSFCS 15.2.2)**

- FCS.P.5.1 Describe how parents can send appropriate nonverbal and verbal messages.
- FCS.P.5.2 Demonstrate how to communicate with children of different ages.
- FCS.P.5.3 Summarize how to use listening as a communication tool.
- FCS.P.5.4 Analyze how outside influences can affect children’s character development and how parents should respond.
- FCS.P.5.5 Compare discipline and punishment.
- FCS.P.5.6 Explain how to set and communicate limits that are age appropriate.
- FCS.P.5.7 Describe ways to encourage positive behavior.
- FCS.P.5.8 Suggest techniques that prevent behavior problems.
- FCS.P.5.9 Analyze reasons for negative behavior in children.
- FCS.P.5.10 Evaluate responses to behavior.

FCS.P.6 **Students will create brochures identifying resources for family challenges. (NSFCS 15.3.1, NSFCS 15.3.3)**

- FCS.P.6.1 Summarize ways to manage work, family, personal, and community responsibilities.
- FCS.P.6.2 Describe workplace policies that are helpful to families.
- FCS.P.6.3 Identify sources of support for parents.
- FCS.P.6.4 Describe the challenges that families may face.
- FCS.P.6.5 Identify resources available to families at challenging times.

Textiles and Design 1

FCS.T1.1 Students will identify careers and products in the apparel design and production industry. (NSFCSE 16.1)

- FCS.T1.1.1 Identify soft goods in apparel design and construction.
- FCS.T1.1.2 Identify design and career opportunities in apparel design and production industry.

FCS.T1.2 Students will recognize and utilize basic sewing equipment with the completion of apparel projects.

- FCS.T1.2.1 Describe the function, safety, and maintenance of a sewing machine.
- FCS.T1.2.2 Identify machine parts – stitch plate, feeder dogs, presser foot, bobbin case, hand wheel, foot pedal, stitch length, and width control.
- FCS.T1.2.3 Demonstrate machine preparation – threading, replace needle, using hand wheel.
- FCS.T1.2.4 Identify needle types – universal, stretch.
- FCS.T1.2.5 Explain causes and solutions to common machine malfunctions – skipped stitch, noisy sewing machine, puckered seams, snagged fabric.
- FCS.T1.2.6 Demonstrate how to clean machine.
- FCS.T1.2.7 Identify safe sewing procedures – fingers, foot pedal placement.
- FCS.T1.2.8 Identify sewing tools, functions, safety procedures, and maintenance - seam ripper, shears, rotary cutter, seam gauge, iron, marking tools.
- FCS.T1.2.9 Identify a serger, describe its function, and discuss the advantages of the serger.
- FCS.T1.2.10 Demonstrate the operation of the serger and discuss safety and maintenance of the serger – presser foot down, don't go over pins, zippers, or excess fabric.

FCS.T1.3**Students will identify and analyze the characteristics and care of specific textiles. (NSFCSE 16.2)**

- FCS.T1.3.1 Identify basic fibers, characteristics, use and care of textiles.
- FCS.T1.3.2 Identify natural fibers – cotton, linen, silk, wool.
- FCS.T1.3.3 Identify manmade fibers – nylon, polyester, acrylic, rayon, spandex, acetate.
- FCS.T1.3.4 Identify iron temperatures to fiber content – high heat, low heat.
- FCS.T1.3.5 Identify advantages of blended fibers.
- FCS.T1.3.6 Identify various stain removal techniques – heat/time, grass, blood, chocolate, make-up, ballpoint pen.
- FCS.T1.3.7 Select correct laundry procedures for prewash and clothing care – clothing care labels, end of bolt.
- FCS.T1.3.8 Discuss how selection of fabric affects project construction.
- FCS.T1.3.9 Identify terminology of woven fabrics – warp, weft, bias, selvage, straight of grain/lengthwise, cut/raw edge.
- FCS.T1.3.10 Identify characteristics of fabric – woven, knit, non-woven/felted.
- FCS.T1.3.11 Identify specific fabrics – denim, flannel, canvas, calico, satin, rib knit, single knit, polar fleece, sweatshirt fleece, felt.

FCS.T1.4 **Students will utilize pattern envelope and guide sheets/instructions at the introductory level with the completion of apparel projects. (NSFCSE 16.4)**

- FCS.T1.4.1 Identify and analyze information on commercial pattern envelope and guide sheets - body measurements, suggested fabrics, notions, yardage requirement, finished measurement.
- FCS.T1.4.3 Analyze information on guide sheet-pattern pieces, layout diagram, sewing instructions, general direction, seam allowances.
- FCS.T1.4.4 Determine pattern size- body measurement, finished garment measurement.
- FCS.T1.4.5 Prepare pattern for layout/cutting and demonstrate correct pattern placement.
- FCS.T1.4.6 Generate necessary pattern alterations- length/width.
- FCS.T1.4.7 Define pattern tissue terminology symbols- on grain arrows, fold line, buttons/buttonholes, notches, sizing lines.
- FCS.T1.4.8 Prepare fabric – press, straighten grain.
- FCS.T1.4.9 Determine fabric direction and demonstrate correct layout from pattern guide sheet.
- FCS.T1.4.10 Identify appropriate cutting tools, demonstrate correct placement and pin, and cut out pieces.
- FCS.T1.4.11 Demonstrate grainline, pin position, and accurate notches.
- FCS.T1.4.12 Apply pattern markings.
- FCS.T1.4.13 Utilize correct marking tools to transfer construction marking.

FCS.T1.5 **Students will utilize construction techniques at the introductory level, using basic construction skills to complete apparel projects. (NSFCSE 16.4)**

- FCS.T1.5.1 Explain and demonstrate construction terms-basting stitch, back stitch, pivot, trimming, reinforce stitch, top stitch, right sides together (RST).
- FCS.T1.5.2 Examine and select correct thread for apparel design and accessory projects.
- FCS.T1.5.3 Identify and construct correct seam finishes and seam allowances.
- FCS.T1.5.4 Explain and utilize seam allowances – basting, standard.
- FCS.T1.5.5 Identify terms for seam finishes-clean finish, zigzag, serged, french seam.
- FCS.T1.5.6 Select and utilize correct pressing equipment (pressing cloth, pressing ham) and apply correct pressing actions (steam/dry, direction of seam, consistent pressing).
- FCS.T1.5.7 Utilize construction techniques to complete an apparel project.