

**Enhancement Grant Recommendation**

**CHS Business Department**

**Submitted by: Jackie Jenkins**

**December 17, 2015**

**High Schools of Business (HSOB) Curriculum & Training**

CHS Business Department was granted DESE Enhancement Grant funds for the implementation of the HSOB curriculum and training as part of the HSOB program.

Training dollars will encompass training for CHS Business teachers through summer 2017.

*This is funded through Enhancement Grant dollars awarded in the amount of \$10,500, and will be reimbursed at 50%.*

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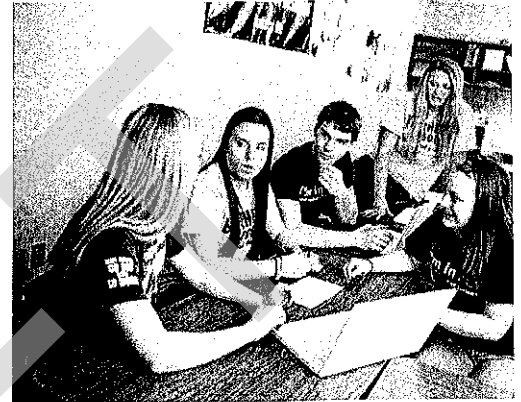
# Program Design

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*High School of Business™* is designed much like a college business administration program. Students take approximately one course per semester, beginning with an introduction to business. The program continues with courses in various business functions concluding with the capstone course, *Business Strategies*, that requires implementation of the principles addressed throughout the *High School of Business™* program.

*High School of Business™* is designed to be phased in over a four-year period.

- Year one—Site Steering Team plans and implements the program. Teachers complete training. No *High School of Business™* courses are offered in this initial year.
- Years two–four—Courses are rolled out as scheduled. Teachers complete training for each course they will teach.



The following chart shows the program design by high school year. See course descriptions below. Note: This is a sample plan of study. Click here to view sample schedules, including alternatives for schools that use block scheduling.

	1st Semester	2nd Semester
Grade 9	Leadership	Wealth Management
Grade 10	<b>Principles of Business</b>	<b>Business Economics</b>
Grade 11	<b>Principles of Marketing</b>	<b>Principles of Finance</b>
Grade 12	<b>Principles of Management</b>	<b>Business Strategies</b>

Required courses are in bold.

- Students incorporate *High School of Business™* into a college-preparatory style course of study, resulting in the delivery of a breadth of academic knowledge that is then used in rigorous business-focused projects.
- Participating schools agree to offer the program in its entirety (at least the six required courses: *Principles of Business*, *Business Economics*, *Principles of Marketing*, *Principles of Finance*, *Principles of Management*, and *Business Strategies*) over a period of four years to ensure that each student has opportunity to complete the program.
- Each of the five courses preceding the capstone course includes part of a program-long project. For example, students nearing the end of the *Business Economics* course learn how to use a decision matrix and business feasibility study to select a business idea from a list generated in the previous *Principles of Business*.
- In *Business Strategies*, senior-level student teams use the knowledge and skills gained in all of the previous courses to implement their new business.
- Each student has the opportunity to see business in action. Observing a senior-level business executive not only puts coursework into action, it can be a visual career goal for students.

## Career Technical Student Organizations

Think of it as a partnership. *High School of Business™* is the curriculum that pairs with the CTSO co-curricular program. *High School of Business™* teachers confirm that many of the projects in each *High School of Business™* course naturally feed into CTSO competitive events. In addition, the skills that students work on *High School of Business™* projects (including teamwork, leadership, and delivering oral presentations) strengthen their use of these skills in CTSO

## **High School of Business™ Course Descriptions**

### **Leadership**

Leadership, a project-based leadership course, develops student understanding and skills in such areas as communication skills, emotional intelligence, and professional development. Students acquire an understanding and appreciation of the need for leadership skills. To encourage immediate implementation of leadership skills, Leadership utilizes an on-going service-learning project for course delivery and reinforcement. The course content is sequenced for students to identify, plan, implement, and evaluate a service-learning project based on the needs of their community/school. Throughout the course, students are presented with problem-solving situations for which they must apply academic and critical-thinking skills. Formal reflection is an on-going component of the course.

Recommended: 9th grade

Credit: .5 (one semester)

Prerequisite: n/a

### **Wealth Management**

This project-based financial literacy and investment course develops student understanding and skills in such areas as personal finance, types of investment vehicles, stock market, and stock valuation. Students acquire an understanding and appreciation of the need for personal financial management and investing. To encourage immediate implementation of financial literacy and investment skills, Wealth Management utilizes an on-going investment project for course delivery and reinforcement. The course content is sequenced for students to develop a diversified, balanced investment portfolio based both on their interest in product companies and on fundamental analysis. Throughout the course, students are presented with problem-solving situations for which they must apply academic and critical-thinking skills.

Recommended: 9th grade

Credit: .5 (one semester)

Prerequisite: n/a

### **Principles of Business**

Principles of Business, a project-based business course, develops student understanding and skills in such areas as business law, economics, financial accounting, human resources management, information management, marketing, operations, and strategic management. Through the use of three projects, students gain an understanding and appreciation of the business world. They develop a business analysis report, conduct an environmental scan of the local business community, and investigate business activities. Current technology will be used to acquire information and to complete the projects. Throughout the course, students are presented with problem-solving situations for which they must apply academic and critical-thinking skills. Formal reflection is an on-going component of the course.

Recommended: 10th grade

Credit: .5 (one semester)

Prerequisite: n/a

### **Business Economics**

In Business Economics, a project-based business course, students expand their understanding that businesses are influenced by external factors that are beyond their control. Consumer spending, government policies, economic conditions, legal issues, and global competition are addressed through practical applications to everyday societal and business life. Decision matrices are introduced, and the importance and costs of quality are stressed. Students develop knowledge and skills in such areas as economics, entrepreneurship, operations, and professional development. Throughout the course, students will be presented with current economic problems for which they are asked to determine solutions, often through the application of decision matrices.

Recommended: 10th grade

Credit: .5 (one semester)

Prerequisite: Principles of Business

### **Principles of Marketing**

Principles of Marketing is a project-based business course that develops student understanding and skills in the functional areas of marketing: channel management, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students acquire an understanding and appreciation of each of the marketing functions and their ethical and legal issues. Decision matrices are employed to aid in market planning.

Recommended: 11th grade

Credit: .5 (one semester)

Prerequisites: Principles of Business and Business Economics

### **Principles of Finance**

Principles of Finance furthers student understanding of two specific business activities—accounting and finance—that were introduced in an earlier *High School of Business™* course, Principles of Business. Through multiple projects, students make connections between accounting, with an emphasis on cash flow, and finance, with an emphasis on decision-making. Students acquire an understanding of financial statements, calculate financial ratios, and make business decisions based on their interpretation of those financial statements and ratios. In addition, students determine business-financing options, as well as develop an application for types of financial service providers and financial markets. Decision matrices are employed to aid in financial planning.

Recommended: 11th or 12th grade

Credit: .5 (one semester)

Prerequisites: Principles of Business and Business Economics

### Principles of Management

Principles of Management is a project-based business course that expands student understanding of management. Students acquire an appreciation for a management, such as project management, human resources management, knowledge management, quality management, and risk management. In addition, ethical and legal considerations affecting business activities are stressed, and students develop managerial and supervisory skills through interaction with grade-level *High School of Business*™ students. Decision matrices are employed to aid in management planning.

Recommended: 11th or 12th grade

Credit: .5 (one semester)

Prerequisites: Principles of Business and Business Economics

### Business Strategies

Business Strategies serves as the capstone course for the *High School of Business*™ program. Students employ their decision matrices to finalize market financial, and management plans developed previously, incorporating them into a business plan for a non-profit organization. The non-profit venture is acted during the course, requiring students to engage in risk assessment, strategic planning, and performance assessment.

Recommended: 12th grade

Credit: .5 (one semester)

Prerequisites: Principles of Business, Business Economics, Principles of Marketing, Principles of Finance, and Principles of Management

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