

RSU 24 Course Development/Change Request

This form and process is used for adding courses. Please submit to the Curriculum Director. The request will be reviewed by the Educational Programming Committee in a 2-step process. An example is available.

Person/Team Making Request: Christina Blake / Math Department

Content Area: Mathematics

Course Title: Entrepreneurship

Purpose of the Course: To take the place of what is currently known as Business Math. This is a restructured and refocused course equipping students with immediate business math skills due to the student population and work force need.

Course Objectives: Please be specific in how these objectives relate to RSU 24's Essential Skills and Power Standards as well as how they will be assessed.

- Math Practice 1: Problem Solving
 - Check that results are reasonable. (CCSS.M.MP.1)
- Math Practice 2 and 4: Modeling with Mathematics
 - Represent a situation using diagrams, equations, and/or expressions (de-contextualize). (CCSS.M.MP.2)
 - Interpret solutions in terms of the original situation (contextualize). (CCSS.M.MP.2)
- Math Practice 3: Critical Reasoning
 - Assemble individual facts and assumptions to create a logical argument. (CCSS.M.MP.3)
 - Justify conclusions to others, and constructively consider the reasoning of others. (CCSS.M.MP.3)
- Math Practice 5: Use of Tools
 - Choose a tool wisely. (CCSS.M.MP.5)
 - Use tools wisely. (CCSS.M.MP.5)
- Math Practice 6: Precision
 - Attend to precision in communication. (CCSS.M.MP.6)
 - Attend to precision in calculation. (CCSS.M.MP.6)
- Math Practice 7: Structure and Repeated Reasoning
 - Understand how individual terms and factors in an expression contribute to the whole. (CCSS.M.MP.7)
- Math Practice 8: Content Knowledge
 - Understand solving equations as a process of reasoning and explain the reasoning. (CCSS.M.C.HSA.REI.A)
 - Solve equations and inequalities in one variable. (CCSS.M.C.HSA.REI.B)
 - Represent and solve equations and inequalities graphically. (CCSS.M.C.HSA.REI.D)
 - Summarize, represent, and interpret data on a single count or variable. (CCSS.M.C.HSS.ID.A)

- Summarize, represent, and interpret data on two categorical and quantitative variables. (CCSS.M.C.HSS.ID.B)
- Understand independence and conditional probability and use them to interpret data.(CCSS.M.C.HSS.CP.A)
- Use the rules of probability to compute probabilities of compound events.(CCSS.M.C.HSS.CP.B)
- Calculate expected values and use them to solve problems. (CCSS.M.C.HSS.MD.A)

Please attach a proposed budget. What impact will the proposed change have on monies? Materials/textbooks/equipment? Additional staffing needs? Training needed for implementation? Funding sources?

There was already a request for monies in order to obtain textual materials for the business math class next year that would be sufficient for the new class instead. There would be no additional needs requiring adjustments to the already submitted budget proposal from the Math Department.

How does this change affect the teaching schedule?

It should have no overall change because it will replace the current business math course that exists.

Other Additional Information:

The working layout of the course is as follows:

Module 1 - Accounting: will focus on how to record transactions, utilize financial statements to do the following:determine life expectancy and depreciation of big equipment; analyze variances; and ratios (e.g. inventory ratios, profitability ratios, contribution margin ratio, break-even ratio, margin of safety ratio, rate of return on investment, and solvency ratios)

Module 2 - Economics: will focus on Microeconomics, specifically opportunity costs, supply and demand curves, shifts of the curves, demand and supply equilibrium, and shifts of the equilibrium, disequilibrium, price elasticity, tax indexes, cost and profit, production in the short-run, cost in the short-run, costs in the long-run, short-run profit maximization, and short-run loss minimization.

Module 3 - Quickbooks: all students will have access to a student version of Quickbooks for entering transactions, enter bills, pay bills, creating end of month and end of year financial statements, and utilize all the ratios from accounting with the statements created.

Module 4 - Probability and Statistics: will focus on relation of in industry businesses determining profitability opportunity, growth opportunity through calculation of statistical mean, variance,

standard deviation, correlation coefficients, linear regressions; as well as collect, analyze, interpret, and present the information from data sets.

Module 5.- Business Exploration: will focus on talking to people, in the community, that are in the businesses now, working with their experiences, where did they hit financial surprises, using accounting and economics ratios inside the companies, using statistics inside the companies, what do the ratios provide for useful information to businesses in our community, working with bankers determining what ratios show the capability of handling business loans, and interest models used.

Signatures:

Teacher(s):  Date: 2/6/19

_____ Date: _____

Building Principal:  Date: 2/1/19

Curriculum Director: _____ Date: _____

First Review by the Educational Programming Committee on

Recommendation to RSU 24 Board of Directors:

RSU 24 Board of Directors' Decision:

Date:

