

Center for International Curriculum
Entrepreneurial Skills Pathway

DRAFT

Four-Year Curriculum Guide

Project ECHO Integrated Program

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9th Grade ECHO

Standard ECHO experience:

AP Seminar Teacher (Dan Adler)

Students will develop a business plan for a start-up company. Students will learn Excel for preparing financial statements, iMovie for developing commercials, PowerPoint and Prezi for presentations, and many Word tools that will make paper writing easier in the future with the ultimate goal of Microsoft Certification.

Integrated ECHO-CIC Curricula

Accel. Language Arts Teacher (Judith Haenn): The English teacher will help students write executive summaries for their business plans. The teacher will teach students how to write business letters and correspondence. The teacher will guide students in editing processes for the writing portions of the projects. The Common Core elements will include citation methods, utilization of a variety of source material, and interpretive and analytical skills in reading.

Accel. Geometry Teacher (John Elvidge): The Geometry teacher will teach students how to develop Excel worksheets, write equations in Excel, read, understand and prepare the main financial statements of a company, and understand the amortization of a loan. The Common Core elements will include problem solving and differentiation of approach to encourage students to examine and develop solutions from a wider perspective.

Accel. Introd. to Lab Physical Science Teacher (Mike Phillipow): The Accel. Introduction to Lab Physical Science teacher will teach students how to create various graphs, charts, and long-term projections. Students will also learn how to analyze and interpret data, how to collect and organize data for research, and how to present data in various forms, including electronic presentations and lab reports.

World Language Teacher (Rachel Suojanen, Dr. Minqi Zhu): The Japanese and Chinese teachers will instruct the students in designing marketing plans to target the culture of countries where the target language is spoken. Teachers will help students identify unique cultural differences, concepts, beliefs and traditions that affect marketing, advertising and business practices in the target countries. Students will design, film and edit commercials that are targeted to the audience, demonstrating understanding of the adaptations that must be made when creating businesses and partnerships abroad. In the first year, the focus will be more to demonstrate cultural understanding/appreciation and differences in business practices than on language. The targeted community may be, in this year, ethnic communities such as Little Tokyo or Chinatown, where the language is less a concern at this early stage of learning, but where the cultural practices are still evident and relevant.

10th Grade ECHO

Government-based ECHO Experience:

AP Gov't/AP Comparative Gov't Teacher (Dan Adler): Students will focus this year on an internationally-centered business. Students can either pitch an idea for a business that functions in one of the countries they are studying in their Comparative Government class, or focus on a non-profit charity that would assist one of those countries. Students will focus on what it takes to create a non-profit or charity.

Integrated ECHO-CIC Curricula

Accel. Language Arts Teacher (Jeanne Vitale):

The English teacher will teach students how to write a position paper and build on the ninth grade English classes lessons on citations. The teacher will provide instruction to meet the expectations (eg: citation styles) of the Project ECHO spring competition.

Accel. Intermediate Algebra Teacher (Sy Nguyen):

The Intermediate Algebra teacher has agreed to work together to facilitate the teaching of whatever is needed for this aspect of the ECHO program. While the needs from this teacher have not yet been determined, this teacher is very open and receptive to the idea.

Accel. World History/AP World History Teacher (Teresa Alcorn): As the focus of both courses is World History, the ECHO project's focus on non-profits allows much room to integrate the study of a particular area of the world especially if the non-profit is internationally based. The AP curriculum focuses more on early civilizations initially and the Accelerated courses begins more contemporaneously with the "modern era," so there will be some coordination issues, depending on the students' course selections.

Accel. Biology Teacher (Dr. Anne Gundry/Gloria Hernandez):

The Biology teachers will introduce a number of concepts relevant domestically and internationally for students to explore potentially in their ECHO projects, ranging from environmental concerns to cell manipulation to gene therapy.

World Language Teacher (Susan Watson, Dr. Minqi Zhu): In the second year, with the focus on non-profits and charities, Japanese and Chinese Language students will be responsible for filming public service announcements in their target language designed for the target audience. In the second year, the target community can be either actual nations or domestic immigrant communities, both of which are in large numbers in the Southern California area. The goal of this activity is to make clear the need for their services and for the need to donate to the charity or provide them with funding.

11th Grade ECHO

Economics-based ECHO Experience:

AP Microeconomics/AP Macroeconomics Teacher (Dan Adler): Students will focus on building connections with small businesses on the outside to create a mentoring relationship in which students will have a private sector mentor to prepare an ECHO presentation for a small locally-based business. Each student, or each small group of students, will have a private sector mentor to expand their understanding of what it takes to start a business. Development of partnerships with the business community will be necessary for an effective experience for all.

Integrated ECHO-CIC Curricula

Honors English/AP English Language and Literature Teacher (Hillary Cuff):

As partners begin to delineate what expectations and goals we should have for our kids, we will have a clearer understanding how to integrate this course into the 11th grade experience. At this time, CIC plans to continue the development of writing skills, particularly with this year's focus on non-fiction curricula and real texts.

Honors PreCalculus Teacher (currently unassigned):

CIC will be acquiring a new teacher in 2015-16, so at this time, the specific nature of the collaboration has not been determined.

Honors US History/AP US History Teacher (Christine Tram):

Students will work collaboratively on economic issues through the lens of US history to better understand the shift from the colonial economy of the pre-19th C. to the Market System in the 19th C., the emergence and development of the banking system in the United States from the First Bank of the US to the Independent Treasury System of the mid-19th C. to the creation of the Federal Reserve and the development of the post-WWII Capitalist economy of the 20th C. to present. These historical trends will help provide perspective and basis for the development of stronger mentoring experiences.

Honors/Regular World Language Teacher (Kayoko Kawasaki/Susan Watson/Dr.

Minqi Zhu): Students this year will be working with a private company mentor. The goal here is to create a public service announcement, a YouTube video or a commercial directed at US residents whose first language is the language that they study, for example, a Mexican restaurant that is trying to boost its popularity with Japanese or Chinese customers.

Honors Chemistry/Chemistry 1-2 (Albert Shaheen):

As mentorships evolve, we will likely have students who opt to focus on science entrepreneurial experiences. The topical connections will be the central area of integration into the ECHO curricular experience.

12th Grade ECHO

ECHO Experience:

12th Grade ECHO-; Personal and Corporate Finance

In this course, students are expected to outline a savings plan for a group of investor profiles. Students will explain the benefits of various investments for recent college graduates who are fresh into the work force. Students will be expected to present to the CIC Leadership Group as if they were hiring a financial advisor and make a pitch and were trying to get their business.

Integrated ECHO-CIC Curricula

Accel. British Lit/AP English Lit Teacher (currently unassigned):

Current teacher will be retiring necessitating a change of position. At this writing, no determination has been made and so, curriculum has not yet been agreed upon.

Calculus Teacher (Pamela Amici): Working further with Excel, the Calculus teacher will help students with writing spreadsheets that will help with understanding how money grows over time, present and future values, understanding annuities and maximization using finance problems.

Statistics Teacher (Rachael Thiele): Working with the Personal Finance teacher, the Stats teacher will help students work with models that allow for the discussion of the relationship and measure of risk and return, correlation among different investments and diversification.

AP and Regular World Language Teachers (Susan Watson/Kayoko Kawasaki/Dr. Minqi Zhu): This year, in Personal Finance class, students will be expected to make a presentation or a brochure for students who speak their target language of the importance of saving and a number of possible savings strategies and products.

12th Grade – Second Semester ECHO

ECHO Experience:

12th Grade ECHO- AP Capstone/Research-Sr Project

Students will complete a project for a local business, writing a marketing plan for expanding the local business. Students will be expected to help the company with any of the following: establishing an online presence; social media marketing, review based marketing with Yelp and others, advertising campaign, expanding their product line through market research. Final project will be to implement for the company, or to present their plans for review by the CIC Entrepreneurial Pathway Board.

Statistics Teacher (Rachael Thiele): Students will complete a project that includes some form of research which will allow for recommendations for marketing and expansions based on a statistically significant sample

CIC Entrepreneurial Skills Pathway

Four Year Curriculum

9th Grade Courses

Fall

AP Seminar (Daniel Adler) (ECHO Core Class)

This course is an introductory course to US Government. The goal of this course is to teach Government institutions and functions through the use of technology, including internet searches, use of the Cloud and software applications, including Excel, Word, PowerPoint, Prezi, and film making through the use of Final Cut Pro and iMovie. Students will make documentaries regarding the topics of government functioning and structure. Students will participate in debates and will run a TED-style conference discussing current events that relate to the role of government institutions in today's world.

The focus for the course will be to cover the curriculum of Introductory Government through the teaching of skills relating to presentation techniques, computer applications and public speaking skills. Students will develop research skills that will serve them many years into the future. As per the AP Seminar class, students will develop a number of ways to perform research, provide citations, and present their findings to others.

Other 9th Grade Fall Courses

English 1 Accelerated (Judith Haenn)

Japanese 1 (Rachel Suojanen) or Chinese 1 (Dr. Minqi Zhu)

Accelerated Geometry 1 (John Elvidge)

Intro to Laboratory Science Accelerated 1 (Mike Phillipow)

Physical Education

a-g Requirement Elective (often Fine Art to meet requirement)

9th Grade Courses

Spring

AP Seminar (Daniel Adler) (ECHO Core Class)

The goal of this course is to teach Introductory Economics through the application of entrepreneurship. Students will follow throughout the course the applications of economics to market structure, industry structure, etc. Through the use of Project ECHO, students will write an entire business plan with a heavy focus on market structure and the viability of their enterprise given different market structures. In addition to the Project ECHO experience, students will participate in the CSU Fullerton Fast Pitch Competition, as well as the Economics Olympiad sponsored by the California Council on Economics Education.

Again, in keeping with the focus of the AP Seminar class, students will do research into a number of topics that relate to economics and economic history. Students will present their findings in a public space, using various presentation skills and will focus on developing good habits with source citation.

Other 9th Grade Spring Courses

English 2 Accelerated (Judith Haenn)

Japanese 2 (Rachel Suojanen) or Chinese 2 (Dr. Minqi Zhu)

Accelerated Geometry 2 (John Elvidge)

Intro to Laboratory Science Accelerated 2 (Mike Phillipow)

Physical Education

a-g Requirement Elective (often Fine Art to meet requirement)

9th Grade Students will have been introduced to a large percentage of the subjects covered by several of the Microsoft Office Certification exams covering Word, Excel, Power Point and Outlook. It is the hope that through continued use of these software skills, students will be able to pass a number of these exams while still in high school. The overall ability to address this has yet to be determined but will be a focus for future discussion.

10th Grade Courses

Fall

AP US Government and Politics (Daniel Adler) (ECHO Core Course)

AP Government is an in-depth course that looks at six central topics. Each of these topics will be addressed through a multi-week simulation that aligns with the six central topics of the AP Curriculum. These simulations include: National Elections and the Presidency, Legislative Powers in the Senate and the House; Judicial structure and the Supreme Court; Bureaucracy and Agency powers, political parties mass media and interest groups, and lastly civil rights and civil liberties. These simulations allow students to experience being part of these different groups by representing various groups in real world situations. Simulated instruction will include legislation introduction, legislation mark-up, and party caucusing with the specific targeted skill set being persuasive arguments (both speaking and writing), debates and negotiation, amendment and resolution. The experimental approach used has been piloted in the Seattle Public Schools and developed by the University of Washington through funding from the George Lucas Foundation and Edutopia.

Other 10th Grade Core Fall Courses

English 3 Accelerated (Jeanne Vitale)

Japanese 3 (Susan Watson) or Chinese 3 (Dr. Minqi Zhu)

Intermediate Algebra-Trig Accelerated 1 (Sy Nguyen)

Accelerated Biology 1 (Dr. Anne Gundry or Gloria Hernandez)

Accelerated Modern World History 1 or AP World History (Teresa Alcorn)

Physical Education

Spring

AP Comparative Government (Daniel Adler) (ECHO Core Course)

Students in this course focus on 6 countries and how their systems differ and are similar to that of the US. These countries in 2015 were Iran, Russia, Mexico, Canada, China, England and Nigeria. Students will study these different countries and their structures through both a simulated forum for global policy exchange and through the lens of international marketing tied to their ECHO program and presentations. Students will use Project ECHO as a way to develop models either for a for-profit company that would be set up in that country, a for-profit US company that would sell its product exclusively in one of these countries, or a not-for-profit charity or micro financing based endeavor that would address a need that is specific to their country of focus. The goal is to interweave international business into the curriculum of the AP Comparative Government course, while at the same time allowing students the opportunity to gain valuable experience developing public speaking skills through a simulated forum of debate, therefore the allowance for participation in simulated forums, such as Model Senate and UN.

Other 10th Grade Core Spring Courses

English 4 Accelerated (Jeanne Vitale)

Japanese 4 (Susan Watson) or Chinese 4 (Dr. Minqi Zhu)

Intermediate Algebra-Trig Accelerated 2 (Sy Nguyen)

Accelerated Biology 2 (Dr. Anne Gundry and Gloria Hernandez)

Accelerated Modern World History 2 or AP World History (Teresa Alcorn)

Physical Education

11th Grade Courses

Fall

AP Macroeconomics (Daniel Adler) (ECHO Core Course)

Students in this simulation-based class will learn the functioning of a market economy in allocating scarce resources. It is the role of the teacher to create simulations and experiments that will illuminate the various theories of Keynesian, Classical and Supply Side economics and how they are set to function in reality.

Other 11th Grade Core Fall Courses

English Honors 5 or AP English Language (Hillary Cuff)

Japanese 5 (Kayoko Kawasaki), Honors Japanese 5 (Susan Watson) or Chinese 5 (Dr. Minqi Zhu)

PreCalculus Honors 1 (teacher not set) or PreCalculus with Trigonometry 1 (teacher not set)

Honors Chemistry 1 or Chemistry 1 (Albert Shaheen)

Honors US History 1 or AP US History (Christine Tram)

Elective

Elective (or 3rd Year Sport)

Spring

AP Microeconomics (Daniel Adler) (ECHO Core Course)

Students in this course will focus on the structure of industries and the functioning of firms in those industries and how they differ based on industry structure. Students will also study public policy, including taxation, wealth and income distribution, and how countries can deal with externalities, public goods and the tragedy of the commons. It will be the role of the teacher to create simulations that illustrate these topics. Students will complete an ECHO Project with the help of a private sector mentor.

Other 11th Grade Core Spring Courses

English Honors 6 or AP English Language (Hillary Cuff)

Japanese 6 (Kayoko Kawasaki), Honors Japanese 6 (Susan Watson) or Chinese 6 (Dr. Minqi Zhu)

PreCalculus Honors 2 (teacher not set) or PreCalculus with Trigonometry 2 (teacher not set)

Honors Chemistry 2 or Chemistry 2 (Albert Shaheen)

Honors US History 2 or AP US History (Christine Tram)

Elective

Elective (or 3rd Year Sport)

12th Grade Courses

Fall

AP Research/Capstone will be offered for students for an AP version of their senior project. Students will take that approach, OR take the finance approach as described below:

Personal Finance (Daniel Adler or Sy Nguyen)

Students will learn about the importance of saving for retirement, saving for purchases, education expenses and unforeseen needs. Students will learn about the functioning of all forms of insurance. Students will study the capital markets and how companies raise capital and how the secondary markets work to assist this. Project ECHO this semester will be about creating a portfolio for a recent college graduate and presenting ideas in a pitch to a number of recruited financial advisors. This project will be done with the sponsorship and assistance of the Women's Chamber of Commerce.

AP English Literature or British Literature Accelerated 1 (Robert Pigott)

AP Japanese (Susan Watson) or Japanese 7 (Kayoko Kawasaki)

or AP Chinese or Chinese 7 (Dr. Minqi Zhu)

AP Calculus AB (Pamela Amici) or AP Statistics (Rachael Thiele)

AP Physics 1 or AP Physics C or Physics 1 (Kent Kawai) or other 3rd year Science Elective

Elective (or 4th Year Sport)

Spring

Corporate Finance (projected---Sy Nguyen) OR Senior Project (Daniel Adler)

Senior Project:

Students will be paired with small companies in the local community and will do marketing projects for those companies. It is the hope that there are small businesses within the community who would like to establish an online presence, or who would like assistance with social media marketing and our students would produce these for them. Students would possibly perform surveys and research as to the companies' ability to expand market reach.

Students choosing the Corporate Finance Pathway will study a mathematically based course which will study Corporate Financial Statements and use ratios for determining the value of certain investments. Students will run the Long Beach Polytechnic VITA Program.

AP English Literature or British Literature Accelerated 2 (Robert Pigott)

AP Japanese (Susan Watson) or Japanese 8 (Kayoko Kawasaki)

or AP Chinese or Chinese 8 (Dr. Minqi Zhu)

AP Calculus AB (Pamela Amici) or AP Statistics (Rachael Thiele) or Elective

AP Physics 1 or AP Physics C or Physics 2 (Kent Kawai) or other 3rd year Science Elective
Elective (or 4th Year Sport)

Cross Curricular Projects

9th Grade Cross Curricular Integration

Accel. English and AP Seminar:

Students will be reading Great Expectations in the Fall semester. The AP Seminar teacher will teach a unit describing the economic structure of this period of time in England. Focus will be put on the government structure of that era in England and how the rule of law, and the changing economic situation arrayed to make Great Expectations a realistic novel of the time.

Accel. English and AP Seminar:

The Accel. English teacher will teach writing executive summaries and business letters. The English teacher will also teach story writing that will be used for story boarding documentaries.

World Language and AP Seminar:

Students in AP Seminar will be making a 30 or 60-second film advertisement for their product or service. It will be the goal of the world language instructor to include a unit comparing marketing techniques between American ads and advertisements (in English), both print and video, that take place in countries that use Japanese, Mandarin Chinese, German and Spanish. Students will learn how US products are adapted and changed to fit the cultural demographics and surroundings, including use of humor, social norms and faux pas, music and rhythm.

Accel. Geometry and AP Seminar:

The AP Seminar and Accel. Geometry teachers will work together to develop lessons that teach students to use Excel as a way to complete their financial statements for their ECHO program projects. Students will also use Excel to track and understand their grades in various grading systems. The focus will not be on the use of templates, but rather on writing equations in cells, a major focus of 9th grade Common Core math, and linking worksheets with Excel functions.

Accel. Geometry and AP Seminar:

The AP Seminar and Accel. Geometry teachers have agreed to a cross curricular project that has students using similar figures to create a 10-map atlas of the world. Country sizes will be represented not only by area, but in different maps by such things as energy consumption, wealth, GDP per capita, GINI coefficient, cigarette consumption and other topics. Students will participate in a gallery walk to deduce generalizations about the countries on the maps.

Accel. Intro. To Lab Physical Science and AP Seminar:

The AP Seminar and Accel. Intro to Lab Physical Science teachers will work together to develop lessons to introduce the concepts of cost-benefit analysis to students, utilizing the variety of factors that contribute to a student's decision making in selecting colleges and

universities. Students will research and present findings on various universities around the world to show how weather, climate, and geographic surrounding impact final decisions and college selections. Students will learn to create and manipulate a variety of graphs, tables and projections used in both laboratory write-ups and business plans.

10th Grade Cross Curricular Integration

English Accelerated and AP US Government:

Students will be required to participate in simulated global policy development, exchange and revision forums. The 10th grade English teacher will spend a short time working on how to write position papers and how to cite references in the format necessitated by the competition or events. Research and teaching for the conferences will take place in the government classes; however, writing strategies, format and reference citing will be part of the English curriculum.

World History and AP Comparative Government:

Students as part of the global forum requirement will have the opportunity to serve on one of the "historical committees," whereby students represent a country in one of the historical disputes; for example pre-WWI or WWII. There are often others that would be relevant to World History. It will be the responsibility of the Comp Gov't teacher to research conferences that offer these and make sure students are aware of and are prepared for such an event.

World Languages and AP US Government:

Students will be asked to make a public service announcement for their non-profit or NGO, either focused towards the immigrant US community or for the country in which the language is spoken. It is the goal of this activity to use the target language directly, and to understand the culture of the community to address the public service announcement.

Accel. Interm Algebra-Trig and AP US Government:

Students will continue their study of Excel and prepare financial statements for the non-profit which they will be presenting at the ECHO competition. Special attention will be made to the preparation and presentation of graphs and charts with Excel, a major focus of tenth grade Common Core mathematics.

Accel. Biology and AP US Government and AP Comparative Government:

AP Gov't classes and Biology Accel. class will study disease control and the impact of government policy on preventing the spread of viral contagions, such as Ebola. The Biology teacher will focus the lesson on the cellular study in epidemiology and the variety of professional fields, both domestic and international, that are connected to these global issues. There should also be opportunity through the simulated policy forums to participate in what is known as a "Crisis Committee," which often centers on disease control and prevention.

Entire CIC Grade 10 team:

Supply Chain and Transportation Unit:

We have all agreed a unit of supply chain and international transportation would be an important addition to the developing curriculum; however we have yet to figure out exactly

how to make this fit it. It seems that this is the correct year to address these issues, but we have not figured this part out yet.

11th Grade Cross Curricular Integration

AP Microeconomics and AP Macroeconomics:

VITA Program

This will be the first opportunity for students to work in the Long Beach Polytechnic Volunteer Income Tax Assistance Program. In its third year this year, LB Poly Vita provided tax services to nearly 200 taxpayers last year and has developed an excellent reputation in the community. It is our hope to expand our site to become a registered Covered California site, whereby students have been trained to assist citizens to find a Covered California approved policy for health insurance.

US History and AP Microeconomics and AP Macroeconomics:

There are many overlapping concepts in these two courses. First, it will be the responsibility of the Economics teacher to teach a section on money creation at a time in the curriculum that will best assist the history teacher with teaching the concept and practice of a bank run. The Market Era, Gilded Age and Evolution of the US Banking System from the First Bank of the US to the ITS to the Greenbacking System to the Federal Reserve Board all provide ripe material for cross-curricular lessons. In addition, students will study economic trends that have resulted in and been influenced by Panics, recessions and depressions, in addition to concepts of Stagflation in the latter 20th C. Finally, the courses will tie in some of the previous year's focus on governmental policy and address government economic policies in a historical perspective, from Hamiltonian Principles in the colonial era to the Progressive reforms of the early 20th C. to the emergence of multinational corporations in the late 20th and early 21st C.

11th Grade Community Service

This will be the first opportunity for students to work in the Long Beach Polytechnic Volunteer Income Tax Assistance Program. In its third year this year, LB Poly Vita provided tax services to nearly 200 taxpayers last year and has developed an excellent reputation in the community. It is our hope to expand our site to become a registered Covered California site, whereby students have been trained to assist citizens to find a Covered California approved policy for health insurance.

12th Grade Cross Curricular Integration

AP Capstone/Research/Senior Project and Personal/Corporate Finance:

VITA program

Students in the 12th Grade will be in charge of running the VITA site, including training new volunteers, advertising to drum up customers, and arranging schedules and scheduling appointments. Students will work as quality control inspectors and those that are 18 can actually function as Site Coordinators

AP Calculus and Personal/Corporate Finance:

It will be the responsibility of the teacher of personal finance to work with the calculus teacher to develop some problems that will illustrate how calculus can be used in comparing various investment alternatives.

AP Statistics and Personal/Corporate Finance:

It will be the responsibility of the teacher of personal finance to work with the statistics teacher to develop a project that teaches standard deviation and variance and how that can be used to measure the risk of various investments.

World Language and Personal/Corporate Finance:

It is our hope that by this point students will have the ability to begin to present some of their projects to a multi-lingual clientele. Perhaps the ECHO project this year, which is a personal finance component, can be done to address issues of immigrants and people whose first language is not English.

World Language and AP Capstone Senior Project:

Students will be performing a project for the private sector partner, and for many of these students the project may be to help the private business connect with members of the community who speak other languages. This will require knowledge not only of language but of cultural norms and expectations