

## RECRUITMENT OF STUDENTS

Recruitment of students is essential to the success of the Small Business Development Program. Recruitment methods should be tailored to fit the target audience. Enrollment decisions can be influenced by parents and guidance counselors as well as the students themselves. Suggested recruitment methods for each of the target audiences are listed below:

STUDENTS	PARENTS	GUIDANCE COUNSELORS
Make the program exciting to encourage word-of-mouth advertising	Prepare a program promotional brochure to distribute to parents	Have students pre-register for the program and share list with the guidance counselor
Utilize social media that students use—i.e. Facebook page	Open House—invite college representatives to open house to explain articulated credit and how the program can benefit students when they go to college	Sell the value of the program to the guidance counselor
Show video clips of students in action on the school news program	Promote positive involvement of students to encourage word-of-mouth advertising	Encourage parents to request enrollment in the program for their child
Introduce program to students in the 8 <sup>th</sup> grade Introduction to Business/Marketing Course—Hook them early!	Have a booth at festivals in the community promoting the program and student activities	
Emphasize to students that they can make money through the program	Display student work samples	
Incorporate FBLA activities in the curriculum		
Incorporate the FBLA Business Achievement Awards Program into the business curriculum		

## **FOLLOW-UP OF PROGRAM COMPLETERS**

The follow-up of program completers is a critical component of product evaluation. Existing legislation requires that career-technical programs exhibit accountability related to their educational programs. A follow-up study is used to obtain information about the extent to which the objectives of the Business and Computer Science program are being met. Follow-up studies serve a very useful purpose in eliciting reactions from former students about how well the Business and Computer Science program prepared them for career-sustaining employment or further education. It is suggested that graduates be surveyed one year after graduation, three years after graduation and five years after graduation.

Follow-up data should be compiled and analyzed to determine the effectiveness of the program and changes to the program can be made based on this data.

*[Place on School Letterhead]*

Date

Name

Address

City, State, Zip

Dear \_\_\_\_\_

Each year the faculty and administration of Nicholas County High School ask our graduates to evaluate the Small Business Development program. As a graduate who completed the Small Business Development program, I am asking you to participate in a follow-up study. We are trying to determine the current status of our graduates and to solicit your input for making the Small Business Development program better.

You can make a tremendous contribution to the future improvement of the program by completing and returning the enclosed survey. The information that you supply will be treated in **strict confidentiality**.

Please take a few minutes to complete this form and return it to me in the stamped, self-addressed envelope. I would appreciate having your response returned by *[insert date]*. Thank you for your help. If I can be of any assistance to you, please feel free to call upon me.

Sincerely

Small Business Development Instructor

Enclosure: Follow-up Survey and Mailing Envelope

## STUDENT FOLLOW-UP QUESTIONNAIRE

**DIRECTIONS:** Please complete all sections of this questionnaire. When you have completed the questionnaire return it in the enclosed self-addressed, stamped envelope.

*All responses are held in strict confidentiality.*

### Employment History

1. Are you currently employed (please check one):

Full-time (30 hours or more per week)

Part-time (Under 30 hours per week)

Not employed at the present time (go to question 5; skip questions 2, 3, and 4)

2. If you are employed either part-time or full-time, please indicate the name and address of the firm and your position within the firm.

Name of Firm for whom you are presently working: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Your Position: \_\_\_\_\_

3. How satisfied are you with your current position (please check one)

Very Satisfied

Satisfied

Not Satisfied

4. What is your wage scale per week (gross pay)?

Under \$200 per week

\$201-300 per week

\$301-400 per week

Over \$400 per week

### Education History

5. Are you currently attending a postsecondary institution (technical college, two-year college, four-year college, or university)?

Full-time student

Part-time student

Not currently in school (go to question 8; skip questions 6 and 7)

6. If you are attending school either full- or part-time, please indicate the name of the institution and your current major or emphasis area of study.

Name of Institution: \_\_\_\_\_

Major or emphasis area of study: \_\_\_\_\_

7. Please indicate the type of diploma you expect to receive and your anticipated graduation date:

\_\_\_\_\_ Certificate

\_\_\_\_\_ 2-year Associate Degree

\_\_\_\_\_ 4-year Bachelors Degree

Expected date of graduation: \_\_\_\_\_

8. If you are not either currently employed or attending school, are you actively seeking employment? YES NO (circle one)

**OTHER INFORMATION:**

9. What topics covered in the Small Business Development program's curriculum were the most beneficial to you?

\_\_\_\_\_

10. What should be emphasized more or added to the Small Business Development program's curriculum?

\_\_\_\_\_

11. How has the Small Business Development program helped you in business, education, or your personal life?

\_\_\_\_\_

12. What part of the Small Business Development program do you feel was not worthwhile or should be changed?

\_\_\_\_\_

13. Other comments you wish to make:

\_\_\_\_\_

\_\_\_\_\_

**Thank you for your assistance. Please enclose this questionnaire in the self-addressed, stamped envelope and mail today!**

## **PROGRAM CONCENTRATION: Business & Computer Science**

### **CAREER PATHWAY: Small Business Development**

#### **COURSE TITLE: Business Essentials**

Business Essentials is a foundations course for the Small Business Development Career Pathway. It is also appropriate for students enrolled in any Career Pathway who plan to own and operate their own businesses. The course will help students build a strong knowledge base and develop management skills as they study forms of business ownership, functions of management, budgeting and finance, technology, communications, legislation, leadership and teamwork, marketing, and economics. Mastery of these standards through project-based learning and leadership development activities of the Career and Technical Student Organizations (e.g. FBLA, FFA, TSA, FCCLA, etc.) will help prepare students with a competitive edge for the global marketplace.

**COURSE OBJECTIVES:** This course is a survey of business essentials and principles therefore it covers all facets of business. The student learning outcomes/objectives for this course center on 13 key themes: communications/literacy, leadership and teamwork, business concepts, entrepreneurship, ethics, small business ownership, management, budgeting and finance, business law, risk management, marketing, economics, and job acquisition. The specific student learning outcomes/objectives for each of the key themes along with the KY academic standards for each follow.

**Communications/Literacy – this objective will be integrated within every unit.**

**1: The student exhibits appropriate oral and written communication on personal and professional levels.**

- a. Demonstrates proper respect for authority and diversity using written and oral communication.
- b. Determines problem-solving strategies for resolving conflicts.
- c. Examines the difference between passive, aggressive, and assertive behaviors and the appropriate response to each.
- d. Discusses various types of unethical behavior in the workplace.
- e. Demonstrates appropriate communication skills utilizing technology applications.

**Academic standards:**

EL-9-SLO-U-2

Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.

EL-9-SLO-U-3

Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.

**2: The student produces written communications that utilize proper tone, grammar, and bias-free language.**

- a. Discusses the importance of correct spelling, grammar, word usage, mechanics, and legible writing.
- b. Formats various types of business correspondence (i.e., letters, memos, reports, resumes, email).
- c. Demonstrates sensitivity to language bias (i.e., gender, race, religion, physically challenged, and sexual orientation).
- d. Proofreads business documents to ensure that they are clear, correct, concise, complete, consistent, and courteous.

***Academic standards:***

WR-HS-1.1.0

Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by

- Narrowing the topic to create a specific purpose for writing
- Establishing a controlling idea, theme or thesis about the topic
- Choosing a perspective authentic to the writer
- Analyzing and addressing the needs of the intended audience
- Adhering to the characteristics of the form
- Applying a suitable tone
- Allowing voice to emerge when appropriate

WR-HS-1.2.0

Idea Development/Support: Students will support main ideas and deepen the audience's understanding of purpose by

- Developing logical, justified and suitable explanations
- Providing relevant elaboration
- Explaining related connections or reflections

WR-HS-2.4.0

Sentence Structure: Students will create effective sentences by

- Applying a variety of structures and lengths
- Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate

EL-10-WP-S-5

- Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources

**3. The student practices proper oral communications that express wants, needs, and feelings.**

- a. Demonstrates proper telephone techniques and etiquette.
- b. Organizes thoughts to reflect logical, positive, and tactful thinking before speaking.
- c. Delivers well-organized presentations utilizing appropriate visual aids.

***Academic standards:***

EL-9-SLO-S-1

Students will create oral presentations that

- a) are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion
- b) support judgment with sound evidence and appropriate details
- c) maintain a consistent focus
- d) exhibit a logical structure appropriate to audience, context and purpose
- e) organize ideas in a coherent, meaningful way including an introduction and a conclusion that are appropriate to audience and purpose
- f) choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, and figurative language, use of rhetorical devices)

EL-9-SLO-S-2

Students will apply delivery techniques

- a) both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact)
- b) avoid distracting delivery behaviors (e.g. excessive verbal pauses, fidgeting)
- c) use language appropriate to audience; use specialized content vocabulary as needed
- d) adhere to standard guidelines for grammar, usage, mechanics or use non-standard language for effect when appropriate (e.g., word plays, common figures of speech)

## **Leadership and Teamwork**

**4: The student participates in a variety of activities that demonstrate the importance of leadership within a business endeavor.**

- a. Identifies the need for leadership.
- b. Identifies and describes leadership qualities (i.e., honesty and integrity, fairness, responsible behavior, ethical work habits, passion for goals, positive attitude, enthusiasm, empathy).
- c. Distinguishes among different leadership and management styles.
- d. Compares and contrasts leadership styles and the appropriate style for a given situation.



- e. Demonstrates an understanding of the nature of employer-employee relationships.
- f. Exhibits leadership skills (i.e., negotiation skills, initiative, positive reinforcements, recognition of others' efforts, problem solving skills, conflict resolution).
- g. Explains the importance of delegation.

***Academic standards:***

PL-HS-4.2.1

Students will identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace.

PL-HS-4.2.2

Students will describe team skills (e.g., setting goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today's workplace.

**5: The student participates as part of a team in an effort to accomplish a common goal leading to a successful business endeavor.**

- a. Describes and give examples of successful teams.
- b. Describes the advantages of working as a team in a specific activity.
- c. Performs effectively as a team member in various environments with people of different ages, genders, cultures, socio-economic backgrounds, attitudes, and abilities.
- d. Gives and follows verbal and written communication.
- e. Uses appropriate behavior when interacting with employees, supervisors, and coworkers.
- f. Cooperatively defines team goals.
- g. Shares knowledge and skills with others as a means of solving problems.

***Academic standards:***

PL-HS-4.2.1

Students will identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace.

PL-HS-4.2.2

Students will describe team skills (e.g., setting goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today's workplace.

## **Business Concepts**

**6: The student demonstrates an understanding of basic business concepts and how they are applied to business activities.**

- a. Explains the role of business in society.

- b. Describes types of business activities (i.e., service and production).
- c. Defines entrepreneurship.
- d. Differentiates between entrepreneurship and intrapreneurship.
- e. Determines major causes of business failure.
- f. Describes how government affects business.
- g. Identifies and describes issues and trends in business.

**Academic standards:**

**SS-H-E-U-5** - Students will understand that a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) affect individuals, societies and governments.

See CTAE standards that follow objectives for specific standards related to Business Concepts.

**7: The student utilizes technology in a variety of ways while solving business problems.**

- a. Identifies use of technology in the workplace.
- b. Describes the impact of technology on the skills needed in the workplace and worker productivity.
- c. Selects and applies appropriate application software to common business tasks.
- d. Uses online databases, Web-based sources, and other information sources to retrieve information.

**Academic standards:**

PL-HS-4.3.2 - Students will explain the purposes of technology tools (e.g., satellite, automated phone systems, on-line courses, computer aided drafting (CAD), graphing calculators, spreadsheets, data bases, Internet, on-line-banking) and analyze how these impact productivity in homes, schools, and jobs.

PL-HS-4.3.3 - Students will explain and apply skills that are used to seek, obtain, and change jobs/careers and postsecondary opportunities: conducting a job search, writing letters, networking, completing an application, securing a letter of reference, preparing a résumé, applying interview techniques (e.g., learn about employer/job, questions to ask, materials to take, answers to questions you may be asked, verbal and nonverbal communication), and using proper procedures when changing jobs (e.g., give advance notice, write a letter of resignation).

T-H-ICP-S-P2 - Students will use a variety of formats (web publishing, oral presentations, journals and multimedia presentations) to summarize and communicate the results.

T-H-ICP-S-P3 - Students will create professional electronic products (e.g., resumes, letters of applications, portfolios) for employment and post-secondary education.

**8: The student analyzes how international business impacts business.**

- a. Defines international business.
- b. Discusses the role the United States has played in international trade throughout history.
- c. Describes the impact of international business activities on the local, state, and national economies.

d. Identifies small business opportunities in international trade.

**Academic standards:**

**SS-H-E-S-6** - Students will explain results and issues related to interdependence of personal, national and international economic activities (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present):

- a) analyze how economies of nations around the world (e.g., China, India, Japan) affect and are affected by American economic policies

**SS-H-E-U-5** - Students will understand that a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) affect individuals, societies and governments.

**9: The student demonstrates an understanding of the importance of developing and organizing a successful business plan.**

Analyzes the process for developing a business plan.

- a. Identifies components and format of a business plan.
- b. Describes the advantages of a well-prepared business plan.
- c. Identifies types of assistance offered by the Small Business Development Center, Chamber of Commerce, and other state and federal government agencies when developing a business.

**Academic standards:**

No specific KY standards associated with this theme. See CTAE standards that follow objectives for specific standards related to Business Concepts.

## **Entrepreneurial Discovery**

**10: The student recognizes and demonstrates an understanding of the unique characteristics, traits and concepts of the successful entrepreneur.**

- a. Identifies the characteristics of a successful entrepreneur.
- b. Describes desirable entrepreneurial personality traits.
- c. Explains the need for entrepreneurial discovery as a foundation for success.
- d. Identifies one's own personal traits that are typical characteristics of an entrepreneur.
- e. Analyzes potential business opportunities in relation to personal preferences.
- f. Analyzes potential business opportunities in relation to financial worthiness.
- g. Analyzes potential business opportunities in relation to perceived risk.
- h. Discusses idea generation methods.
- i. Assesses global trends and opportunities.

**Academic standards:** No specific KY standards associated with this theme. Standards regarding entrepreneurship will come from the National Content Standards for Entrepreneurship Education ([www.entre-ed.org](http://www.entre-ed.org)).

## **Ethics**

### **11: The student compares and contrasts common ethical issues.**

- a. Defines ethics.
- b. Defines work ethic.
- c. Offers opinion of honest and dishonest business practices.

### **12: The student evaluates personal responsibility of ethical behavior.**

- a. Identifies ethical character traits (example: honesty, integrity, justice)
- b. Identifies unethical employee attitudes and behaviors that would lead to unsatisfactory customer service.
- c. Outlines a business code of ethics.

### **13: The student investigates the relationship between ethics and law.**

- a. Describes a person's responsibility under the law as it relates to business activities.
- b. Classifies unethical and illegal conduct in business and related consequences.
- c. Describes federal laws dealing with fair business practices including competition, advertising and pricing.
- d. Lists examples of how unethical behavior leads to government regulations.

### **14: The student derives the importance of employer/employee relationships.**

- a. Identifies conditions that create positive relationships between employee and employer.
- b. Identifies conditions that create negative relationships between employee and employer.

### **15: The student evaluates the impact of technology on business ethics.**

- a. Identifies ethical considerations resulting from technology such as computer snooping or hacking.
- b. Analyzes business practices and procedures involving the use of technology in the workplace.
- c. Develops a technology fair use policy for a typical business.

#### **Academic standards:**

T-H-SESI-S-EI2 - Students will practice responsible, ethical and safe behavior (e.g., security, privacy, passwords, personal information virus protection and iSafe skills) while using technology and adhering to the Acceptable Use Policy (AUP) as well as other state and federal laws.

T-H-SESI-S-EI3 - Students will investigate basic issues related to responsible use of technology and describe personal consequences of inappropriate use.

T-H-SESI-S-EI4 - Students will use legal and ethical practices when completing digital projects/schoolwork and credit all participants for their contribution to the work.

T-H-SESI-S-SII - Students will forecast the impact of technological products and systems in a global society. See CTAE standards that follow objectives for standards specific to ethics in the workplace.

## **Forms of Business Ownership**

**16: The student evaluates sole proprietorships as a form of business.**

- a. Describes the advantages of a sole proprietorship.
- b. Describes the disadvantages of a sole proprietorship.

**17: The student evaluates the different types of partnerships as a form of business.**

- a. Lists the different types of partnerships
- b. Describes the advantages of a partnership.
- c. Describes the disadvantages of a partnership.
- d. Determines the differences among types of partnerships

**18: The student evaluates the different types of corporations as a form of business.**

- a. Describes the advantages of a corporation.
- b. Describes the disadvantages of a corporation.
- c. Describes the difference between a C-corporation and a Sub-chapter S corporation.
- d. Describes how a Limited Liability Company works.

**19: The student chooses the most appropriate form of business ownership for any business venture.**

- a. Differentiates among sole proprietorships, partnerships, and corporations using pros and cons.
- b. Describes potential business types for sole proprietorships, partnerships and corporations.

**20: The student evaluates franchising as a form of business ownership.**

- a. Defines and gives examples of franchising.
- b. Describes the advantages of owning a franchise.
- c. Describes the disadvantages of owning a franchise.

### ***Academic standard:***

No specific KY standards associated with this theme. See CTAE standards that follow objectives for standards related to Business Ownership.

## **Functions of Management**

**21: The student analyzes the management functions and their implementation and integration within the business environment.**

- a. Defines and explains the various management functions including planning, organizing, directing, and controlling.
- b. Explains the importance of a vision, a mission statement, and goal-setting within the context of the business environment.
- c. Applies the decision making process to a business situation.
- d. Develops and writes goals and objectives of a business including a mission statement and code of ethics.

**22: The student analyzes and explains the planning function and how it is used.**

- a. Explains what planning is and why it is done.
- b. Distinguishes among short-term, long-term, and strategic plans.
- c. Discusses the impact of time management practices on one's personal and professional image.
- d. Designs time management plans using cases and simulations.
- e. Establishes short-term and long-term personal and professional goals.
- f. Explains the role of industry standards in effective business practices.

**23: The student analyzes and explains the organizing function and how it is used to group resources within a business structure.**

- a. Summarizes the advantages and disadvantages of centralization and decentralization.
- b. Illustrates types of organization structure: line, line and staff, matrix, committee, and grapevine.

**24: The student analyzes and explains the directing function and how it relates to leadership in an organization.**

- a. Differentiates between leading and managing.
- b. Explains the importance of leadership in directing employees.
- c. Develop a management plan for cloud-based management of employees.

**25: The student analyzes and describes the control function of management and how it is used to measure performance.**

- a. Determines the relationship between the controlling function and the planning function.
- b. Outlines alternative actions when goals are not being met in a specific situation (e.g., changing goals, changing strategies).
- c. Explains and applies the six-step decision-making process to business situations.

***Academic standard:***

No specific KY standards associated with this theme. See CTAE standards that follow objectives for standards related to Management.

## **Budgeting and Finance**

**26: The student explains the process in developing a budget.**

- a. Identifies and establishes financial goals for the business.
- b. Analyzes and describes sources of income for the business venture (i.e., sales and labor).
- c. Compares and contrasts the differences between fixed and variable expenses.
- d. Identifies and describes unexpected expenses (i.e., fines, fees, and unexpected repairs).

- e. Identifies and describes fixed expenses (i.e., rent and insurance).
- f. Identifies and describes variable expenses (i.e., telephone and electricity).
- g. Researches and analyzes ways to maintain a positive cash flow.

***Academic standards:***

PL-HS-3.2.1 - Students will apply financial management practices, including budgeting, banking (e.g., check writing, balancing a checking account), savings and investments (e.g., advantages and disadvantages of savings accounts, stocks, bonds, mutual funds, certificates of deposit, IRAs, 401Ks) and credit (e.g., responsible use of debit and credit cards, establishing and maintaining good credit, cause and effect of bankruptcy) and explain their importance in achieving short and long-term financial goals.

**27: The student analyzes the financial statements of a business and utilizes those statements to make important business decisions.**

- a. Discusses the importance of financial statements and their impact on business decisions.
- b. Differentiate among assets, liabilities and owners' equity on a balance sheet.
- c. Analyze a balance sheet to determine the financial strength of a business.
- d. Differentiate between revenue and expenses on an income statement.
- e. Examines an income statement to determine if the business has incurred a net income or a net loss.

***Academic Standard:***

No specific KY standards associated with this theme. See CTAE standards that follow objectives for standards related to finances in business operations.

**28: The student identifies financial aspects associated with opening a business.**

- a. Analyzes the costs associated with operating a small business.
- b. Compares and contrasts the sources of funding used in financing a business.
- c. Determines the start-up expenses and analyzes their effect in securing initial funding.
- d. Determines the operating expenses for a business and analyzes their effect on the cash flow of the business.

***Academic standards:***

No specific KY standards associated with this theme. See CTAE standards that follow objectives for standards related to finances in business operations.

**29: The student completes records which are fundamental for any business.**

- a. Defines checking accounts and practices preparing checks, check stubs, and deposit slips.
- b. Prepares bank reconciliation.

- c. Defines credit and analyze credit card statements.
- d. Defines terms that are associated with credit (i.e., credit limit, balance, APR, APY).

***Academic standards:***

PL-HS-3.2.1 - Students will apply financial management practices, including budgeting, banking (e.g., check writing, balancing a checking account), savings and investments (e.g., advantages and disadvantages of savings accounts, stocks, bonds, mutual funds, certificates of deposit, IRAs, 401Ks) and credit (e.g., responsible use of debit and credit cards, establishing and maintaining good credit, cause and effect of bankruptcy) and explain their importance in achieving short and long-term financial goals.

## **Risk Management**

### **30: The student explores and interprets the various risks involved in operating a business.**

- a. Describes risks faced by business owners.
- b. Explains ways business owners can protect themselves from risks.
- c. Identifies types of business and personal insurance.
- d. Identifies types of insurance needed for a planned business.
- e. Explains the principles of a sound risk management program.
- f. Evaluates appropriate levels of insurance for a planned business.
- g. Discusses the impact of the laws of different countries on insurance.
- h. Analyzes the impact of international law on insurance.

***Academic standards:***

EL-11-FF-S-3 - Students will use a variety of reading strategies to understand vocabulary and texts.

EL-11-IT-S-1 - Students will use comprehension strategies while reading, listening to, or viewing increasingly complex literary and informational texts.

T-H-RIPSI-U-1 - Students will understand that technology supports critical thinking skills used in inquiry/problem solving to make informed decisions for independent learning.

T-H-RIPSI-U-2 - Students will understand that technology can assist in researching, analyzing and evaluating information obtained from a variety of sources to answer an essential question across all content areas.

SS-H-E-S-4 - Students will describe relationships between and among markets (e.g., local, national, global) and exchange of goods and services:

- a) explain factors that influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers; demand—income, utility, price of similar products, consumers' preferences)



- b) describe how financial and non-financial incentives influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions)
- c) explain or model cause-effect relationships between the level of competition in a market and the number of buyers and sellers

## **Marketing**

### **32: The student demonstrates understanding of the concept of marketing and its importance to business ownership.**

- a. Explains the fundamental marketing concepts used by a small business.
- b. Describes the four elements of the marketing mix.
- c. Justifies the importance of defining a target market and marketing niche.
- d. Describes pricing strategies.
- e. Describes the roles of sales and promotion as they apply to small business.

#### ***Academic standard:***

No specific KY standards associated with this theme. See CTAE standards that follow objectives for standards related to Marketing.

### **33: The student identifies and analyzes the relationships between marketing and the individual, business, and society.**

- a. Analyzes the impact of mass media marketing on society.
- b. Differentiates between consumer and organizational buying behavior.
- c. Explains methods to generate demand for a product/service.
- d. Justifies the role of market research.
- e. Differentiates among buying motives.
- f. Discusses the importance of a business giving back to the community.
- g. Describes how the internet and other emerging technologies have impacted the components of marketing.
- h. Identifies reasons for customer loyalty.
- i. Describes characteristics of the changing domestic and global population.

#### ***Academic standards:***

SS-H-E-S-3 - Students will analyze free enterprise systems, and explain strategies for maximizing profits based on different roles in the economy (e.g., producers, entrepreneurs, workers, savers and investors)

SS-H-E-S-4 - Students will describe relationships between and among markets (e.g., local, national, global) and exchange of goods and services:

- a) explain factors that influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers; demand—income, utility, price of similar products, consumers' preferences)

- b) describe how financial and non-financial incentives influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions)
- c) explain or model cause-effect relationships between the level of competition in a market and the number of buyers and sellers
- d) research laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) and analyze their purposes and effects in the United States and in the global marketplace

SS-H-E-S-5 - Students will investigate the production, distribution, and consumption of goods and services:

- a) analyze changing relationships between and among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives), and examine the effects of those changing relationships on production, distribution and consumption in the United States
- b) describe how different factors (e.g., new knowledge, technological change, investments in capital goods and human capital/resources) have increased productivity in the world

## Job Acquisition Process

**34: The student integrates all forms of communication in the successful pursuit of employment.**

- a. Identifies traditional and on-line sources of employment information.
- b. Writes a letter of application and resume for a simulated job opportunity.
- c. Prepares responses to commonly asked interview questions.
- d. Discusses the significance of nonverbal communication in the interviewing process.
- e. Demonstrates appropriate personal appearance and grooming for an interview.
- f. Designs a portfolio, including resume format suitable for on-line posting.
- g. Prepares a list of questions to ask an interviewer.
- h. Participates in and analyzes mock interviews.
- i. Prepares an interview follow-up letter.
- j. Identifies correct strategies for accepting or rejecting a job offer.

**Academic standards:**

**VS-H-ES-S-1** - Students will analyze how interpersonal skills impact individual's career choice and success in the workplace by:

- a) identifying effective group interaction strategies (e.g., communicating effectively, conflict resolution, compromise) to develop team skills (e.g., goal-setting, questioning, dividing work)
- b) analyzing and evaluating the role of each participant's contribution in a team setting
- c) evaluating the importance of working cooperatively with people of diverse backgrounds and abilities to achieve success in the workplace
- d) designing a plan for working cooperatively with others by contributing ideas, suggestions and efforts to complete a task

- e) explaining how effective verbal and nonverbal communication skills impacts work-related situations
- VS-H-ES-S-2** - Students will evaluate how employability skills are important to achieve success in the workplace by:
- a) demonstrating leadership skills by participating in co/extra-curricular activities, home, school and community
  - b) analyzing the leadership qualities of a successful person and explain how the qualities described are essential to successful employment in any career (e.g., self-directed, effective at time management, problem-solving skills, positive attitude)
  - c) evaluating personal attitudes and work habits that support career retention and advancement
  - d) describing consequences for actions when disobeying rules and routines at the workplace
  - e) explaining the role of authority in school and the workplace explaining the importance of developing good work ethics/habits (e.g., initiative, time management, respect, self-discipline, problem-solving) that support career retention and advancement
- VS-8-ES-S-3** - Students will explain how employability skills are important to achieve success in the workplace by:
- a) using available resources for locating job openings
  - b) using established criteria to evaluate a completed job application
- VS-H-CT-S-3** - Students will explain how communication and technological skills are used to seek, obtain and change jobs/careers by:
- a) examining effective speaking and listening skills used in a job interview,
  - b) applying skills used to seek, obtain, maintain, and change jobs/careers and transition to postsecondary opportunities: conducting a job search, writing letters, completing an application, securing a letter of reference, preparing a résumé, and applying interview techniques, and using proper procedures when changing jobs.

This syllabus was developed using the Georgia CTAE syllabi as a model.

## **CODE TO OTHER STANDARDS**

### **Economics**

The following Economics standards will be taught as written in the Kentucky Core Content Standards for Social Studies -Economics..

**SS-H-E-S-1**- Students will demonstrate an understanding of the nature of limited resources and scarcity in the modern world (1500 A.D. to present) and the United States (Reconstruction to present):

- a) explain how scarcity of resources necessitates choices at both the personal and societal levels, and explain the impact of those choices
- b) explain how governments with limited budgets consider revenues, costs and opportunity when planning expenditures describe how economic institutions (e.g., corporations, labor unions, banks, stock markets, cooperatives, partnerships) help to deal with scarcity

**SS-H-E-S-2** - Students will compare and contrast economic systems (e.g., traditional, command, market, mixed), and evaluate their effectiveness in achieving broad social goals (e.g., freedom, efficiency, equity, security)

**SS-H-E-S-3** - Students will analyze free enterprise systems, and explain strategies for maximizing profits based on different roles in the economy (e.g., producers, entrepreneurs, workers, savers and investors)

**SS-H-E-S-4** - Students will describe relationships between and among markets (e.g., local, national, global) and exchange of goods and services:

- a) explain factors that influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers; demand—income, utility, price of similar products, consumers' preferences)
- b) describe how financial and non-financial incentives influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions)
- c) explain or model cause-effect relationships between the level of competition in a market and the number of buyers and sellers
- d) research laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) and analyze their purposes and effects in the United States and in the global marketplace

**SS-H-E-S-5** - Students will investigate the production, distribution, and consumption of goods and services:

- a) analyze changing relationships between and among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives), and examine the effects of those changing relationships on production, distribution and consumption in the United States
- b) describe how different factors (e.g., new knowledge, technological change, investments in capital goods and human capital/resources) have increased productivity in the world

**SS-H-E-S-6** - Students will explain results and issues related to interdependence of personal, national and international economic activities (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present):

- b) analyze how economies of nations around the world (e.g., China, India, Japan) affect and are affected by American economic policies

# NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

Teacher: \_\_\_\_\_

Course: Business Essentials

Dates: \_\_\_\_\_

Name Of Unit: Leadership and Teamwork

<p style="text-align: center;"><b>Core Content/ Program of Studies</b> (What content students will know and what they will be able to do with it/skills.)</p>	<p style="text-align: center;"><b>Standards Alignment KOSSA, National Standards</b></p>	<p style="text-align: center;"><b>Objectives/Student Learning Outcomes</b></p>	<p style="text-align: center;"><b>Critical Content Vocabulary/ Key People</b></p>	<p style="text-align: center;"><b>Student Learning Activities</b> Check all which apply and describe each in detail in the column below. Cooperative Groups____; Technology____; Comparing, Classifying, Creating Metaphors/Analogies____; Cues, Questions, &amp; Graphic Organizers____; Inquiry/Investigations (generating and testing hypothesis)____; Hands-on ____; Summarizing &amp; Note Taking____; Role Play/Simulation____; Learning Centers____; KWL _____</p>	<p style="text-align: center;"><b>Assessments</b> (How student outcomes are measured – tools used to measure student learning outcomes) List all assessments below and identify each assessment as formative (F) or summative (S).</p>	<p style="text-align: center;"><b>Pacing Guide</b></p>
<p>PL-HS-4.2.1 Students will identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace. PL-HS-4.2.2 Students will describe team skills (e.g., setting goals, listening, following directions, questioning, communicating,</p>	<p><b>KOSSA Bus Mgmt</b> AC 001 AC 002 AC 003 EA 001 EA 002 EA 003 EA 004 EA 005 EA 006 EB 001 EB 002 EB 003 EB 004</p>	<p>Students will participate in a variety of activities that demonstrate the importance of leadership within a business endeavor.  Students will participate as part of a team in an effort to accomplish a common goal leading to a successful business endeavor.</p>	<p>leadership, honesty, integrity, fairness, responsible behavior, ethical work habits, passion for goals, positive attitude, enthusiasm, empathy, leadership and management styles, negotiation skills, initiative, positive reinforcements, recognition of others' efforts, problem solving skills, conflict resolution,</p>	<p>1. 7 Habits of Highly Effective People Project - This project requires students to create a classroom presentation covering one of the “7 Habits of Highly Effective People” as created by Steven Covey. Student will be using the version “7 Habits of Highly Effective Teens” by Sean Covey as a reference. Each team will be responsible for an assigned “Habit.” The</p>	<p>1.7 Habits of Highly Effective People Project Rubric (S) 2. Role play feedback (F) 3. Essay rubric (S) 4. Team Work Works rubric – self and peer assessment (F)</p>	

<p>problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today's workplace.  EL-9-SLO-U-2  Students will understand that regardless of the topic, the context or the intended audience, students need to be able to communicate ideas effectively. Effective communication involves verbal and nonverbal techniques to enhance or emphasize content. These techniques aid the listener's ability to interpret the information.  EL-10-WP-S-5  Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources  T-H-ICP-S-P2 - Students will use a variety of formats (web publishing, oral presentations, journals and multimedia presentations) to summarize and communicate the results.</p>	<p>EC 001  EC 002  EC 003  EC 004  EC 005  EC 006  EC 007  ED 001  ED 002  ED 003  ED 004  EE 001  EE 002  EE 003  EE 004  EE 005  EE 006  <b>NBEA</b>  II A2  VII A3  VII C3  <b>NCSEE</b>  B.01 – B 28</p>		<p>delegation, successful teams   Steven Covey</p>	<p>habits are sequential so, the presentations will be given in order. Presentations must include a power point presentation.  2. Role playing various work ethics scenarios (e.g. respect in the workplace, importance of confidential, etc.) and a written reflection of the role plays.  3. "The Ideal Leader" essay  Team Work Works – students will use a team approach to address a class or school issue and use the effective team skills discussed in class (i.e., setting goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation). A rubric will be used to assess the effective used of these skills. It will be both a self-assessment and a peer-assessment.</p>		
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Submitted on \_\_\_\_\_ (date) by \_\_\_\_\_ (teacher's signature).

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Follow-up conference on \_\_\_\_\_ (date); participants' signatures \_\_\_\_\_ and \_\_\_\_\_.

# NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

**Teacher Course: Business Essentials**

**Dates 8 days**

**Name Of Unit Business Concepts**

<p><b>Core Content/ Program of Studies</b> (What content students will know and what they will be able to do with it/skills.)</p>	<p><b>Standards Alignment KOSSA, National Standards</b></p>	<p><b>Objectives/Student Learning Outcomes</b></p>	<p><b>Critical Content Vocabulary/ Key People</b></p>	<p><b>Student Learning Activities</b> Check all which apply and describe each in detail in the column below. Cooperative Groups_X____; Technology__X_; Comparing, Classifying, Creating Metaphors/Analogies____; Cues, Questions, &amp; Graphic Organizers____; Inquiry/Investigations (generating and testing hypothesis)____; Hands-on _____; Summarizing &amp; Note Taking____; Role Play/Simulation____; Learning Centers____; KWL _____</p>	<p><b>Assessments</b> (How student outcomes are measured – tools used to measure student learning outcomes) List all assessments below and identify each assessment as formative (F) or summative (S).</p>	<p><b>Time in days</b> <b>8</b></p>
<p><b>SS-H-E-U-5 -</b> Students will understand that a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) affect individuals, societies and governments.</p> <p><b>PL-HS-4.3.2 -</b> Students will explain the</p>	<p><b>KOSSA—Marketing</b> OA 002 OA 019 <b>NBEA</b> III A1 IV B1 <b>NCSEE</b> F 05 L 15</p>	<p><b>The student demonstrates an understanding of basic business concepts and how they are applied to business activities.</b> Explains the role of business in society. b. Describes types of business activities (i.e., service and production). c. Defines entrepreneurship. d. Differentiates between entrepreneurship and intrapreneurship.</p>	<p>Business Production Manufacturing Service Finance Commercial Retail Competition Entrepreneur Intrapreneur Export</p>	<p>Define key words  International countries export project. Students will develop a product and market it in another county</p>	<p>Vocabulary quiz (F)  International countries export project paper and presentation (S) Rubric</p>	

<p>purposes of technology tools (e.g., satellite, automated phone systems, on-line courses, computer aided drafting (CAD), graphing calculators, spreadsheets, data bases, Internet, on-line-banking) and analyze how these impact productivity in homes, schools, and jobs.</p> <p>PL-HS-4.3.3 - Students will explain and apply skills that are used to seek, obtain, and change jobs/careers and postsecondary opportunities: conducting a job search, writing letters, networking, completing an application, securing a letter of reference, preparing a résumé, applying interview techniques (e.g., learn about employer/job, questions to ask, materials to take, answers to questions you may be asked, verbal and nonverbal</p>		<p>e. Determines major causes of business failure.  f. Describes how government affects business.  g. Identifies and describes issues and trends in business</p> <p><b>The student utilizes technology in a variety of ways while solving business problems,</b></p> <p>a. Identifies use of technology in the workplace.  b. Describes the impact of technology on the skills needed in the workplace and worker productivity.  c. Selects and applies appropriate application software to common business tasks.  d. Uses online databases, Web-based sources, and other information sources to retrieve information.</p> <p><b>The student analyzes how international business impacts business.</b></p> <p>a. Defines international business.  b. Discusses the role the United States has played in international trade throughout history.  c. Describes the impact of international business</p>	<p>I Multinational firm  Tariff  Embargo  Sanction  Exchange rate  Culture  Trade barrier  NAFTA  World Trade Organization  International Monetary Fund  World Bank  import</p>			
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<p>communication), and using proper procedures when changing jobs (e.g., give advance notice, write a letter of resignation).</p> <p>T-H-ICP-S-P2 - Students will use a variety of formats (web publishing, oral presentations, journals and multimedia presentations) to summarize and communicate the results.</p> <p>T-H-ICP-S-P3 - Students will create professional electronic products (e.g., resumes, letters of applications, portfolios) for employment and post-secondary education</p> <p><b>SS-H-E-S-6 -</b> Students will explain results and issues related to interdependence of personal, national and international economic activities (e.g., natural resource</p>		<p>activities on the local, state, and national economies.</p> <p>d. Identifies small business opportunities in international trade.</p> <p><b>The student demonstrates an understanding of the importance of developing and organizing a successful business plan.</b></p> <p>a. Analyzes the process for developing a business plan.</p> <p>b. Identifies components and format of a business plan.</p> <p>c. Describes the advantages of a well-prepared business plan.</p> <p>d. Identifies types of assistance offered by the Small Business Development Center, Chamber of Commerce, and other state and federal government agencies when developing a business.</p>				
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<p>dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present):</p> <p>a) analyze how economies of nations around the world (e.g., China, India, Japan) affect and are affected by American economic policies</p> <p><b>SS-H-E-U-5 -</b> Students will understand that a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) affect individuals, societies and governments</p>						
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Follow-up conference on \_\_\_\_\_(date); participants' signatures \_\_\_\_\_and \_\_\_\_\_.

Mr. Mowery  
Pepperell High School

# INTERNATIONAL BUSINESS PROJECT

You have just been hired as an import/export consultant to come up with a product to be sold to an international market.

Working in pairs, you will identify a **product**, **locate a country to export your product to**, and **explain why there is a good market opportunity in the targeted country**.

There are many parts to this project. We will be doing most of the work in class.

On the day the project is due; you will present your PowerPoint presentation and prepare a dish for the class to share from your country.



Name: \_\_\_\_\_ DATE: \_\_\_\_\_

International Business Project

Part 1: Identifying a Product and Country

Directions: Use the **Trade Leads**, **Best Market** and **Country** reports on the itdn.net web site to get you started. Fill in the information below:

List two possible products and a potential country below:

<u>Product</u>	<u>Country</u>
<b>Example:</b> Fish/Seafood Product	Austria (itdn.net, Country Reports, Leading Trade Sectors)

1. \_\_\_\_\_

2. \_\_\_\_\_

Give at least two reasons why you think your product and country would be a good idea.

**Example:**

1. **Austria is a landlocked country that does not have its own supply of fish and seafood.**
2. **Consumption of fish/seafood is growing.**

Product and Country 1:

1. \_\_\_\_\_

2. \_\_\_\_\_

Product and Country 2:

1. \_\_\_\_\_

2. \_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## International Business Project

### Part 4: Company Logo/Trademark

Create a Logo for your company. If you are not artistic, you may use clip art. If you have graphic design skills, you may use the computers to design your logo. If not, Use may use markers, colored pencils, colored paper etc.





## Part 6: Trade Barriers

Directions:

Prepare a list of trade barriers and find two that would affect how you do business in the country you selected.

Country: \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Part 7: **Report**

Directions: Write a two page summary report of your research and findings including the following information:

Paragraph 1 (at least seven sentences)

- Identify your product and country. Explain why you think your product and country would be a good idea. Give three reasons why you feel there is demand for your product in the country you selected.
- What is the name of your company and why did you choose it? Describe the trademark that you created for your company.

Paragraph 2 (at least seven sentences)

- Describe the three business practices/customs you found that a business person would need to know when doing business with your country. Why is it important to understand the culture of the country that you are doing business with?

Paragraph 3 (at least seven sentences)

- What trade alliance does your country belong? Which nearby countries also belong?
- Describe the two trade barriers that you found. How would these barriers change the way you would do business in this country?

### **Part8: PowerPoint / multimedia presentation**

Create a PowerPoint or other Multimedia Presentation detailing this project. This must be a minimum of 12 slides and WILL be presented to the class.

Part 9: Create a dish (optional)

Create a dish from the country you plan to export to – make enough to share with the class

Names \_\_\_\_\_ Block \_\_\_\_\_ Date \_\_\_\_\_

## International Trade Project

### International Trade Project Rubric

<i>Evaluation Item</i>	<b>Not Demonstrated</b>	<b>Attempted</b>	<b>Basic</b>	<b>Above Average</b>	<b>Excellent</b>	<b>Points Earned</b>
<b>Research and preparation</b> – proper use of internet, good choice of country & product	0	1-3	4-7	8-11	12 -15	
<b>Major topics addressed</b> – all parts of the provided outline are covered in proper detail	0	1-4	5-9	10-14	15-20	
<b>Paper</b> – comprehensive, covers all information and written in well developed paragraphs	0	1-3	4-7	8-11	12-15	
<b>PowerPoint &amp; Oral presentation</b> – Presentation is well thought out and compliments the PowerPoint. PowerPoint is at least 12 slides	0	1-3	4-7	8-11	12 - 15	
<b>Correct grammar, punctuation, spelling and documentation of sources</b>	0	1-3	4-7	8-11	12 - 15	
<b>Clear and concise</b> project with logical arrangement of information	0	1-3	4-6	7-9	10	
<b>Creativity &amp; consistent style</b>	0	1-3	4-6	7-9	10	
<b>Total Points</b>						<b>/100</b>
<b>Penalty Points</b> Late Project, Plagiarism						-
<b>Excellence Points</b> Going over and above the expectations of the project						+

Final Grade: \_\_\_\_\_

Comments:

# NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

Teacher: \_\_\_\_\_

Course: Business Essentials

Dates: \_\_\_\_\_

Name Of Unit: Entrepreneurial Discovery

<p><b>Core Content/ Program of Studies</b> (What content students will know and what they will be able to do with it/skills.)</p>	<p><b>Standards Alignment KOSSA, National Standards</b></p>	<p><b>Objectives/Student Learning Outcomes</b></p>	<p><b>Critical Content Vocabulary/ Key People</b></p>	<p><b>Student Learning Activities</b> Check all which apply and describe each in detail in the column below. Cooperative Groups_____; Technology____; Comparing, Classifying, Creating Metaphors/Analogies____; Cues, Questions, &amp; Graphic Organizers____; Inquiry/Investigations (generating and testing hypothesis)____; Hands-on _____; Summarizing &amp; Note Taking____; Role Play/Simulation____; Learning Centers____; KWL _____</p>	<p><b>Assessments</b> (How student outcomes are measured – tools used to measure student learning outcomes) List all assessments below and identify each assessment as formative (F) or summative (S).</p>
	<p><b>KOSSA Bus. Mgmt.</b> OA 004 OB 005 <b>NBEA</b> III C1 IV C1 <b>NCSEE</b> C 10 F 22</p>	<p>Student recognizes and demonstrates an understanding of the unique characteristics, traits and concepts of the successful entrepreneur. a. Identifies the characteristics of a successful entrepreneur. b. Describes desirable entrepreneurial personality traits. c. Explains the need for entrepreneurial discovery as a foundation for success. d. Identifies one's own personal traits that are typical characteristics of an entrepreneur.</p>			

		e. Analyzes potential business opportunities in relation to personal preferences. f. Analyzes potential business opportunities in relation to financial worthiness. g. Analyzes potential business opportunities in relation to perceived risk. h. Discusses idea generation methods. i. Assesses global trends and opportunities.			
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# AM I AN ENTREPRENEUR?

## ENTREPRENEURIAL SELF ASSESSMENT

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The following list of personal characteristics is designed to help you determine if you have what it requires to be a successful entrepreneur. Analyze yourself carefully and honestly as you answer each question.

There are no right or wrong answers in this checklist. However, if most of your answers are yes, you probably have what it takes to become an entrepreneur. If you answered no to about half of the questions, you may need assistance to reinforce the areas where you are weak. If the majority of your answers are no, then entrepreneurship is likely **not** for you.

	YES	NO
Do I really have the desire to be my own boss rather than work for someone else?	_____	_____
Am I a self-starter?	_____	_____
Do I have management skills (managing finances, employees, and other aspects of the business)?	_____	_____
Do I have experience in the type of business I am interested in owning and operating?	_____	_____
Can I accept the responsibility of seeing things through the end?	_____	_____
Am I a well-organized person?	_____	_____
Do I have the desire to lead and direct others?	_____	_____
Can I make decisions quickly if I have to?	_____	_____
Do I have good health and the high level of energy necessary to be an entrepreneur?	_____	_____
Do I have the financial resources , as well as future credit resources I need to begin?	_____	_____
Can I sustain my business through the early, formative years?	_____	_____
Can people (customers and employees) trust what I say?	_____	_____
Do I have the need to set and achieve difficult goals and move on to other challenges?	_____	_____

	YES	NO
Do I have the desire to be innovative and creative?	_____	_____
Do I prefer having a plan of action (business plan) before I begin an activity?	_____	_____
Is my partner and / or family supportive of my plan?	_____	_____
Am I on time for appointments?	_____	_____
Am I willing to work the long hours it takes to be an entrepreneur?	_____	_____
Do I have the desire to stick with the business even in troubled times?	_____	_____
Am I willing to do <b>all</b> the tasks necessary for the successful operation of the business?	_____	_____
Even though its scary to try something new, am I the kind who tries it?	_____	_____
If I want something, do I ask for it rather than wait for someone to notice and just give it to me?	_____	_____
Even though people tell me it cant be done, do I have to find out for myself?	_____	_____
I want to be financially independent.	_____	_____
I'll speak up for an unpopular cause if I believe in it.	_____	_____
Can I take risks with money, that is, invest, and not know the outcome?	_____	_____
Have I taken a risk in the last 6 months?	_____	_____
Do I like trying new food, new places, and totally new experiences?	_____	_____
Can I walk up to a total stranger and strike up a conversation?	_____	_____
Have I ever intentionally travelled on an unfamiliar route?	_____	_____

Sources: Sandra Winston, *The Entrepreneurial Woman* (New York: Newsweek Books, 1979), 34-35.  
Pickle, H.B. & Abrahamson, R.L., *Small Business Management* (5th Edition, 1990) 656-657.

# Business Plan Project

## Description:

1. The group will develop a one-year Business Plan for the Business Idea generated in an earlier activity, “Generating a Business Idea.” The Business Plan is a written description of the business idea and how it will be carried out, including all major business activities, strategic plans, marketing plans, and financial plans. The group will prepare a presentation to be delivered with the written document that will convince the administration that the team has the knowledge and ability to operate a School-Based-Enterprise. (See source documents)
2. The group will think about what important activities must be performed in the operation of the business, who will perform the functions of the business, how much time and money will be needed to operate the business, and to identify potential problems. The Business Plan will serve as a guide to keep the business on track.
3. The group will identify the leadership abilities and strengths of each partner and decide how to utilize those strengths in developing the Business Plan. It might be a good idea to appoint a leader that the entire group trusts and respects.
4. The key to success is for the group to work as a team, prioritize, and distribute the workload so that the Business Plan is completed and ready to present within 2 weeks.
5. The students will understand the important steps to small business management and the seven basic activities performed by all businesses.
6. The students are encouraged to seek additional resources when necessary. The Advisory Committee (members of the business community) will serve as a valuable resource.

## ROLE:

1. Each student is an entrepreneur entering into a partnership with 20 others to own and operate a “School Store.”
2. The student has been asked to work with the other entrepreneurs (students) to operate a profitable business.
3. The student is to be a productive member of this team to assure the completion of a written Business Plan and presentation within 6 class periods.

## STANDARDS & CRITERIA FOR SUCCESS:

1. The group must produce a written document (business plan) and presentation to prove ability and preparedness to operate a business.



## SOURCE DOCUMENT

You will find a nice selection of books on business, management, and marketing in the library to help you develop a business plan. The Internet can also be a valuable resource. Below is information to get you started. To meet the deadline, it is recommended that the group divide into “element” teams.

### ELEMENTS OF A BUSINESS PLAN

- ❑ DESCRIPTION OF BUSINESS
  - major products and services
  - ownership/management structure
  - strengths & weaknesses
  - long & short term goals
- ❑ DESCRIPTION OF COMPETITION
  - characteristics of the industry
  - conditions of the economy & its effects
  - strengths & weaknesses of major competitors
- ❑ CUSTOMER ANALYSIS
  - description of customers
  - location, number, and resources of customers
  - sales forecast
- ❑ OPERATIONS PLAN
  - organization of the company
  - description of major operations
  - analysis of resources needed
  - human resource plans
- ❑ MARKETING PLAN
  - description of major marketing activities
  - description of resources needed
  - schedule of marketing activities
- ❑ FINANCIAL PLANS
  - start-up costs
  - short and long-term financial needs
  - sources of financing
  - budgets and financial statements

### I. BUSINESS ACTIVITIES

- ❑ Generating Ideas
- ❑ Raising Capital
- ❑ Buying Goods and Services
- ❑ Using Human Resources
- ❑ Marketing Goods and Services
- ❑ Producing Goods and Services
- ❑ Keeping Records

### INTERNET RESOURCES

[www.celcee.edu](http://www.celcee.edu)

[www.ceed.ednet.ns.ca/](http://www.ceed.ednet.ns.ca/)

[www.entre-ed.org](http://www.entre-ed.org)

[www.fgse.nova.edu/easua](http://www.fgse.nova.edu/easua)

[www.glencoe.com/home.html](http://www.glencoe.com/home.html)

[www.alliedacademies.org/entreneurship/jee.html](http://www.alliedacademies.org/entreneurship/jee.html)

[www.emkf.org/index.cfm](http://www.emkf.org/index.cfm)

## EXAMPLE OUTLINE BUSINESS PLAN

- 1) Description and analysis of the proposed business situation.
  - a) Type of business
  - b) Business philosophy
  - c) Description of good or service
  - d) Self-analysis
    - i) Education and training
    - ii) Strengths and weaknesses
    - iii) Plan for personal development
  - e) Trading area analysis
    - i) Geographic, demographic, and economic data
    - ii) Competition
  - f) Market segment analysis
    - i) Target market
    - ii) Customer buying behavior
  - g) Analysis of potential location
- 2) Organization and marketing plan
  - a) Proposed organization
    - i) Type of ownership
    - ii) Steps in establishing business
    - iii) Personnel needs
  - b) Proposed good/service
    - i) Manufacturing plans and inventory policies
    - ii) Supplies
  - c) Proposed Marketing Plan
    - i) Pricing Policies
    - ii) Promotional activities
- 3) Financial Plans
  - a) Sources of Capital
    - i) Personal sources
    - ii) External sources
  - b) Projected income and expenses
    - i) Personal Financial statement
    - ii) Projected start-up cost
    - iii) Projected personal needs
    - iv) Projected business expenses
    - v) Projected income statement(s)
    - vi) Projected balance sheet
    - vii) Projected cash flow statement

## BUSINESS PLAN

### *Collaborative Skills - Individual Assessment Evaluated by Facilitator*

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_ Mrs. Tremain \_\_\_\_\_

Date: \_\_\_\_\_

Title of Work: \_\_\_\_\_ Developing a Business Plan \_\_\_\_\_

Skills	Criteria				Points
	10	8	7	6 - 0	
<b>Helping:</b> The teacher observed the student offering assistance to others.	<i>All of the Time</i>	<i>Most of the Time</i>	<i>Some of the Time</i>	Seldom or Never	_____
<b>Listening:</b> The teacher observed the student working with the ideas of others.	<i>All of the Time</i>	<i>Most of the Time</i>	<i>Some of the Time</i>	Seldom or Never	_____
<b>Participating:</b> The teacher observed the student contributing to the project.	<i>All of the Time</i>	<i>Most of the Time</i>	<i>Some of the Time</i>	Seldom or Never	_____
<b>Persuading:</b> The teacher observed the student exchanging, defending, and rethinking ideas.	<i>All of the Time</i>	<i>Most of the Time</i>	<i>Some of the Time</i>	Seldom or Never	_____
<b>Questioning:</b> The teacher observed the student interacting, discussing, and posing questions to all members of the team.	<i>All of the Time</i>	<i>Most of the Time</i>	<i>Some of the Time</i>	Seldom or Never	_____
<b>Respecting:</b> The teacher observed the student encouraging and supporting the ideas and efforts of others.	<i>All of the Time</i>	<i>Most of the Time</i>	<i>Some of the Time</i>	Seldom or Never	_____
<b>Sharing:</b> The teacher observed the student offering ideas and reporting their findings to each other.	<i>All of the Time</i>	<i>Most of the Time</i>	<i>Some of the Time</i>	Seldom or Never	_____
<b>Total Points</b>					_____
<b>70 points possible</b>					_____

Teacher Comments:

## Entrepreneurship

### *Presentation & Business Plan Document*



Date of Presentation: \_\_\_\_\_

Title of Work: \_\_\_\_\_

	Criteria				Points
	10	8	6	0-5	
<b>Organization</b>	Team presents information in logical, <b>interesting</b> sequence which audience can follow.	Team presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.	_____
<b>Overall Content Knowledge</b>	Team demonstrates full knowledge (more than required)with <b>explanations and elaboration.</b>	Team is at ease with content, but fails to elaborate.	Team is uncomfortable with information and is able to answer only rudimentary questions.	Team does not have grasp of information; student cannot answer questions about subject.	_____
<b>Visuals</b>	Team used visuals to <b>reinforce screen text and presentation.</b>	Visuals related to text and presentation.	Team occasional used visuals that rarely support text and presentation.	Team used no visuals.	_____
<b>Mechanics PowerPoint</b>	Presentation <b>has no</b> misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Team presentation had four or more spelling errors and/or grammatical errors.	_____
<b>Delivery</b>	Team representatives used a clear voice and correct, precise pronunciation of terms.	Team representative's voice is clear. Student pronounces most words correctly.	Team representative incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Team representative mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	_____
<b>Business Description &amp; analysis</b>	Excellent – ready to Implement	Very Good – Still needs some work	On the right track – but, lacking vital information	Not Acceptable	
<b>Organization &amp; Marketing Plan</b>	Excellent – ready to Implement	Very Good – Still needs some work	On the right track – but, lacking vital information	Not Acceptable	
<b>Financial Plan</b>	Excellent – ready to Implement	Very Good – Still needs some work	On the right track – but, lacking vital information	Not Acceptable	

**Teacher Comments:**

Evaluation completed by Facilitator, Advisory Committee, Administration.  
Scores Averaged.  
(80 points possible)

**Total---->**

\_\_\_\_\_

## **Business Plan**

*CONFIDENTIAL PEER EVALUATION*

Name of Peer to be Evaluated: \_\_\_\_\_

Name of Peer Evaluator \_\_\_\_\_

	Criteria				Points
	10	8	5	0	
<b>Attendance / Promptness</b>	PEER is <b>always</b> prompt and regularly attends work sessions.	Peer is late to work sessions <b>once every two weeks</b> and regularly attends work sessions.	Peer is late to work sessions <b>more than once every two weeks</b> and regularly attends work sessions.	Peer is late to work sessions <b>more than once a week</b> and/or has poor attendance of work sessions.	_____
<b>Level Of Engagement In Work sessions</b>	Peer proactively contributes to work sessions by offering ideas and asking questions <b>more than once</b> per work sessions.	Peer proactively contributes to work sessions by offering ideas and asking questions <b>once</b> per work sessions.	Peer <b>rarely</b> contributes to work sessions by offering ideas and asking questions.	Peer <b>never</b> contributes to work sessions by offering ideas and asking questions.	_____
<b>Listening Skills</b>	Peer listens when others talk, both in groups and in work sessions. Peer <b>incorporates or builds off</b> of the ideas of others.	Peer <b>listens</b> when others talk, both in groups and in work sessions.	Peer <b>does not</b> listen when others talk, both in groups and in work sessions.	Peer <b>does not</b> listen when others talk, both in groups and in work sessions. Peer often <b>interrupts</b> when others speak.	_____
<b>Behavior</b>	Peer <b>almost never</b> displays disruptive behavior during work sessions.	Peer <b>rarely</b> displays disruptive behavior during work sessions.	Peer <b>occasionally</b> displays disruptive behavior during work sessions.	Peer <b>almost always</b> displays disruptive behavior during work sessions.	_____
<b>Preparation</b>	Peer is <b>almost always</b> prepared for work sessions with assignments and required work session materials.	Peer is <b>usually</b> prepared for work sessions with assignments and required work sessions materials.	Peer is <b>rarely</b> prepared for work sessions with assignments and required work sessions materials.	Peer is <b>almost never</b> prepared for work sessions with assignments and required work sessions materials.	_____
				<b>Total----&gt;</b>	_____

**Teacher Comments:** All peer evaluations will be averaged. (50 points possible)

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# NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

Teacher: \_\_\_\_\_

Course: Business Essentials

Dates: \_\_\_\_\_

Name Of Unit: Ethics

<b>Core Content/ Program of Studies</b>  (What content students will know and what they will be able to do with it/skills.)	<b>Standards Alignment KOSSA, National Standards</b>	<b>Objectives/Student Learning Outcomes</b>	<b>Critical Content Vocabulary/ Key People</b>	<b>Student Learning Activities</b> Check all which apply and describe each in detail in the column below.  Cooperative Groups_____; Technology____; Comparing, Classifying, Creating Metaphors/Analogies____; Cues, Questions, & Graphic Organizers_2____; Inquiry/Investigations (generating and testing hypothesis)____; Hands-on _2____; Summarizing & Note Taking_1, 3____; Role Play/Simulation_2____; Learning Centers____; KWL _____	<b>Assessments</b>  (How student outcomes are measured – tools used to measure student learning outcomes) List all assessments below and identify each assessment as formative (F) or summative (S).	<b>Pacing</b>
T-H-SESI-S-EI2 - Students will practice responsible, ethical and safe behavior (e.g., security, privacy, passwords, personal information virus protection and iSafe skills) while using technology and adhering to the Acceptable Use Policy (AUP) as well as other state and federal laws. T-H-SESI-S-EI3 - Students will	<b>KOSSA Bus. Mgnt.</b> OD 001 OD 002 OD 003 OD 004 OD 006 OD 007 EB 001 EB 002 EB 003 EB 004 <b>NBEA</b> I C3 VIII B3 <b>NCSEE</b> C 08 D 21 D 22	The student compares and contrasts common ethical issues. a. Defines ethics. b. Defines work ethic. c. Offers opinion of honest and dishonest business practices. The student evaluates personal responsibility of ethical behavior. a. Identifies ethical character traits (example: honesty, integrity, justice) b. Identifies unethical employee attitudes and behaviors that would lead to unsatisfactory customer service.	-Ethics -Morals -Values -Decision Making - Competition -False Advertising -Restraint of trade -Computer hacking -Work Ethic -Honest Business Practices -Dishonest	<p><b><u>Lesson 1 - Introduction to Ethics</u></b></p> <p><b><u>Essential Question:</u></b>                      What are ethics?</p> <p><b><u>Discussion &amp; Activity:</u></b>                      Ask students to first define <b>ethics</b>. This is done through open dialogue. This will give the instructor an idea of the students' experiences and background with the topic. Key words should be recorded on newsprint, chalkboard, overhead, etc. The intent of this discussion is to generate key words such as: values, belief or belief system, morals,</p>	-Individual Project (F) -Self-Assessment (F) -Dialogue and Discussion (F) -Student/teacher conferences (F) -FBLA Competitive Events: Business Ethics and Cyber Security (S)	3 90 minute blocks  1-2 weeks

<p>investigate basic issues related to responsible use of technology and describe personal consequences of inappropriate use. T-H-SESI-S-EI4 - Students will use legal and ethical practices when completing digital projects/schoolwork and credit all participants for their contribution to the work. T-H-SESI-S-SI1 - Students will forecast the impact of technological products and systems in a global society.</p>		<p>c. Outlines a business code of ethics. The student investigates the relationship between ethics and law. a. Describes a person's responsibility under the law as it relates to business activities. b. Classifies unethical and illegal conduct in business and related consequences. c. Describes federal laws dealing with fair business practices including competition, advertising and pricing. d. Lists examples of how unethical behavior leads to government regulations. The student derives the importance of employer/employee relationships. a. Identifies conditions that create positive relationships between employee and employer. b. Identifies conditions that create negative relationships between employee and employer. The student evaluates the impact of technology on business ethics. a. Identifies ethical considerations resulting from technology such as computer snooping or hacking. b. Analyzes business practices and procedures</p>	<p>Business Practices -Honesty -Integrity -Justice -Code of Ethics -Appropriate Use Policy</p>	<p>principles, code of right and wrong, social values, etc.</p> <p>Distribute <b>Ethics Defined</b> handout</p> <p>Ask students to answer the question, "Where do we get "ethics?" For example, ETHICS is not something you run down to Kroger or Wal-Mart to purchase. Given that, how do you "obtain" ethical behavior? Answers should be recorded on newsprint, overhead, chalkboard, etc. Responses might include: family, religion/church, friends, community, role models (sports figures, entertainment personalities).</p> <p>Discuss why it is important to use ethical behavior. Again, feedback should be solicited from students. Reasons for ethical behavior include:</p> <p>a. Ethical behavior establishes trust</p> <p>b. Unethical behavior leads to organizational dysfunction.</p> <p>c. Unethical behavior creates public outrage.</p> <p>d. Unethical behavior could create a personal moral dilemma.</p> <p><b><u>Lesson 2 – Handling Ethical</u></b></p>		
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involving the use of technology in the workplace.  
c. Develops a technology fair use policy for a typical business.

**Situations**

**Essential Question:**

What does it mean to be ethical?

**Discussion & Activity:**

Review the discussion from the previous day. Distribute the **Ethical Traits** hand out and have the students complete the activity. When completed conduct a Values Shuffle:

**Directions:**

Have list of values problems prepared ahead of time. Make signs which say STRONGLY AGREE, AGREE, STRONGLY DISAGREE, and DISAGREE. Tape the signs in four corners of the room so that students can see them from a distance. The activity begins by your reading aloud a values problem and then asking that students move to the area of the room that reflects their feelings. They physically have to "take a stand." After each shuffle, you will want to ask for comments. For example, if only one student is agreeing while the rest are disagreeing, you may want to find out why. It is, however, suggested that you approach this with sensitivity and not be forceful about eliciting comments. Teachers are encouraged also to share their opinions AFTER everyone else IF they can do so without forcing their feelings on others. The activity continues as long as time permits. It is important to

follow up with a discussion as well as a written assignment on what was learned.

The following are examples of the types of problems that could be used:

- Religion is important in your life.
- You don't do it, but it doesn't bother you if other people cheat on exams.
- Between intelligence and appearance, you value appearance more. In other words, you would be in a relationship with an airhead as long as he or she was gorgeous.
- It is important for you to give money to charities.
- Smoking pot is okay.
- You would rather be a leader than a follower.
- Regarding your potential career, making a lot of money is very important to you.
- It's important for you to go into a job where you are helping those less fortunate.
- When it gets right down to it, you would like to be famous for something (music, sports, politics, etc.).
- The best way to deal with anger toward someone you love is to

keep quiet about it and let your emotions calm.

- It is important for you to have a job with prestige that brings you recognition and status.
- Between going hiking and reading a good book, you choose the book.
- It's important to you to contribute in some way to protect our natural resources.
- Keeping up with current events is important to you.

**Lesson 3 – Ethics in the Workplace**

**Essential Question:**

What impact do ethics have in the workplace?

**Discussion/Activity:**

Distribute the **So What is Wrong With That** handout.

Have the students respond to each of the scenarios individually using the information learned during the previous day's discussion and **Ethics Defined** handout. Discuss each scenario and possible alternative solutions to the issues presented.

**Attachments for Learning**

				<b>Experiences:</b> So what is wrong With That?.doc Ethics Defined.doc Ethical Traits.doc		
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Submitted on \_\_\_\_\_ (date) by \_\_\_\_\_ (teacher's signature).

Reviewed on \_\_\_\_\_ (date) by \_\_\_\_\_ (reviewer's signature).

Returned to teacher on \_\_\_\_\_ (date) by \_\_\_\_\_ (reviewer's signature).

Follow-up conference on \_\_\_\_\_(date); participants' signatures \_\_\_\_\_and \_\_\_\_\_.

# NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_ **Business Essentials** \_\_\_\_\_

Dates: \_\_\_\_\_

Name Of Unit: \_\_\_\_\_ **Forms of Business Ownership Unit 6**

<p style="text-align: center;"><b>Core Content/ Program of Studies</b></p> <p>(What content students will know and what they will be able to do with it/skills.)</p>	<p style="text-align: center;"><b>Standards Alignment</b></p> <p style="text-align: center;"><b>KOSSA, National Standards</b></p>	<p style="text-align: center;"><b>Objectives/Student Learning Outcomes</b></p>	<p style="text-align: center;"><b>Critical Content Vocabulary/ Key People</b></p>	<p style="text-align: center;"><b>Student Learning Activities</b></p> <p>Check all which apply and describe each in detail in the column below.</p> <p>Cooperative Groups_____; Technology____; Comparing, Classifying, Creating Metaphors/Analogies____; Cues, Questions, &amp; Graphic Organizers____; Inquiry/Investigations (generating and testing hypothesis)____; Hands-on _____; Summarizing &amp; Note Taking____; Role Play/Simulation____; Learning Centers____; KWL _____</p>	<p style="text-align: center;"><b>Assessments</b></p> <p>(How student outcomes are measured – tools used to measure student learning outcomes) List all assessments below and identify each assessment as formative (F) or summative (S).</p>	<p style="text-align: center;"><b>Time Days</b></p> <p style="text-align: center;"><b>6</b></p>
	<p><b>KOOSA Bus. Mgmt.</b> OA 001 OA 002 OA 003 OA 004 <b>NBEA</b> VIII A3 <b>NCSEE</b> C 03</p>	<p><b>The student evaluates sole proprietorships as a form of business.</b> a. Describes the advantages of a sole proprietorship. b. Describes the disadvantages of a sole proprietorship. <b>The student evaluates the different types of partnerships as a form of business.</b> a. Lists the different types of partnerships b. Describes the advantages of a partnership. c. Describes the disadvantages of a</p>	<p>corporation franchise intermediaries limited liability manufacturers nonprofit service partnership processors producer retailer sole proprietorship stock unlimited liability wholesaler</p>	<p>Business Ownership activity: Students will describe the activities of each type of business</p>	<p>Vocabulary review (F) Business ownership Rubric (F) Owning a Franchise activity Rubric (S)</p>	

partnership.  
d. Determines the differences among types of partnerships  
**The student evaluates the different types of corporations as a form of business.**  
a. Describes the advantages of a corporation.  
b. Describes the disadvantages of a corporation.  
c. Describes the difference between a C-corporation and a Sub-chapter S corporation.  
d. Describes how a Limited Liability Company works.  
**The student chooses the most appropriate form of business ownership for any business venture.**  
a. Differentiates among sole proprietorships, partnerships, and corporations using pros and cons.  
b. Describes potential business types for sole proprietorships, partnerships and corporations.  
**The student evaluates franchising as a form of business ownership.**  
a. Defines and gives examples of franchising.  
b. Describes the advantages of owning a franchise.  
c. Describes the disadvantages of owning a

		franchise.				
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Submitted on \_\_\_\_\_ (date) by \_\_\_\_\_ (teacher's signature).

Reviewed on \_\_\_\_\_ (date) by \_\_\_\_\_ (reviewer's signature).

Returned to teacher on \_\_\_\_\_ (date) by \_\_\_\_\_ (reviewer's signature).

Follow-up conference on \_\_\_\_\_(date); participants' signatures \_\_\_\_\_and \_\_\_\_\_.

# NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_ **Business Essentials** \_\_\_\_\_

Dates: \_\_\_\_\_

Name Of Unit: \_\_\_\_\_ **Functions of Management Unit 7**

<b>Core Content/ Program of Studies</b> (What content students will know and what they will be able to do with it/skills.)	<b>Standards Alignment</b> <b>KOSSA, National Standards</b>	<b>Objectives/Student Learning Outcomes</b>	<b>Critical Content Vocabulary/ Key People</b>	<b>Student Learning Activities</b> Check all which apply and describe each in detail in the column below. Cooperative Groups_____; Technology____; Comparing, Classifying, Creating Metaphors/Analogies____; Cues, Questions, & Graphic Organizers____; Inquiry/Investigations (generating and testing hypothesis)____; Hands-on _____; Summarizing & Note Taking____; Role Play/Simulation____; Learning Centers____; KWL _____	<b>Assessments</b> (How student outcomes are measured – tools used to measure student learning outcomes) List all assessments below and identify each assessment as formative (F) or summative (S).	<b>Unit time in days</b> <b>9 days</b>
	<b>KOSSA Bus.Mgmt.</b> OB 005 OB 007 <b>NBEA</b> VII A3 VII B4 <b>NCSEE</b> B 17 B 24	<b>The student analyzes the management functions and their implementation and integration within the business environment.</b> a. Defines and explains the various management functions including planning, organizing, directing, and controlling. b. Explains the importance of a vision, a mission statement, and goal-setting within the context of the business environment. c. Applies the decision making process to a business situation.	Controlling Core Values Ethical Business Practices Formal Influence Human relations Implementing Influence Informal influence Leadership Management Management style Motivation Organizing	Creating Employee handbook internet activity. Students will create an employee handbook for their business.	Employee book Rubric (S)	



		<p>d. Develops and writes goals and objectives of a business including a mission statement and code of ethics.</p> <p><b>The student analyzes and explains the planning function and how it is used.</b></p> <p>a. Explains what planning is and why it is done.</p> <p>b. Distinguishes among short-term, long-term, and strategic plans.</p> <p>c. Discusses the impact of time management practices on one's personal and professional image.</p> <p>d. Designs time management plans using cases and simulations.</p> <p>e. Establishes short-term and long-term personal and professional goals.</p> <p>f. Explains the role of industry standards in effective business practices.</p> <p><b>The student analyzes and explains the organizing function and how it is used to group resources within a business structure.</b></p> <p>a. Summarizes the advantages and disadvantages of centralization and decentralization.</p> <p>b. Illustrates types of organization structure: line, line and staff, matrix,</p> <p><b>The student analyzes and explains the directing</b></p>	<p>Planning Staffing</p>			
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		<p><b>function and how it relates to leadership in an organization.</b></p> <p>a. Differentiates between leading and managing.</p> <p>b. Explains the importance of leadership in directing employees.</p> <p>c. Develop a management plan for cloud-based management of employees.</p> <p><b>The student analyzes and describes the control function of management and how it is used to measure performance.</b></p> <p>a. Determines the relationship between the controlling function and the planning function.</p> <p>b. Outlines alternative actions when goals are not being met in a specific situation (e.g., changing goals, changing strategies).</p> <p>c. Explains and applies the six-step decision-making process to business situations.</p>				
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Returned to teacher on \_\_\_\_\_ (date) by \_\_\_\_\_ (reviewer's signature).

Follow-up conference on \_\_\_\_\_ (date); participants' signatures \_\_\_\_\_ and \_\_\_\_\_.

# NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

Teacher: \_\_\_\_\_

Course: Business Essentials

Dates: \_\_\_\_\_

Name Of Unit: Budgeting and Finance Unit 8

<b>Core Content/ Program of Studies</b> (What content students will know and what they will be able to do with it/skills.)	<b>Standards Alignment KOSSA, National Standards</b>	<b>Objectives/Student Learning Outcomes</b>	<b>Critical Content Vocabulary/ Key People</b>  Allowance APR AYP Bank reconciliation Bank statement Bankruptcy Budget Budget Variance Cash Flow statement Check register Credit Credit union Credit Rating Wants Needs Fixed expense Variable expenses Net income Gross income Taxes	<b>Student Learning Activities</b>  Check all which apply and describe each in detail in the column below.  Cooperative Groups_____ Technology____; Comparing, Classifying, Creating Metaphors/Analogies____; Cues, Questions, & Graphic Organizers____; Inquiry/Investigations (generating and testing hypothesis)____; Hands-on ____; Summarizing & Note Taking____; Role Play/Simulation____; Learning Centers____; KWL _____	<b>Assessments</b> (How student outcomes are measured – tools used to measure student learning outcomes)  List all assessments below and identify each assessment as formative (F) or summative (S).	<b>Pacing guide Days 12 days</b>
PL-HS-3.2.1 - Students will apply financial management practices, including budgeting, banking (e.g., check writing, balancing a checking account),	<b>KOSSA Bus. Mgmt.</b> OG 002 OG 003 <b>NBEA</b> III C1 <b>NCSEE</b> G 21	<b>The student explains the process in developing a budget.</b> a. Identifies and establishes financial goals for the business. b. Analyzes and describes sources of income for the business venture (i.e., sales and labor). c. Compares and	Estate planning FDIC Federal Reserve System Finance charge Financial Plan Fixed Expenses Interest Money management Net worth Personal assets Variable expenses	<b>Game of life calendar</b> Students analyze the cost associated with living out on their own  <b>Analyzing Financial Statements</b> In this activity students will analyze financial statements for Plainfield Video and prepare a budgeted income	Vocabulary (F) Analyzing financial statements rubric (S) FBLA Monthly Budget Project Rubric (S)	

<p>savings and investments (e.g., advantages and disadvantages of savings accounts, stocks, bonds, mutual funds, certificates of deposit, IRAs, 401Ks) and credit (e.g., responsible use of debit and credit cards, establishing and maintaining good credit, cause and effect of bankruptcy) and explain their importance in achieving short and long-term financial goals.</p>		<p>contrasts the differences between fixed and variable expenses.  d. Identifies and describes unexpected expenses (i.e., fines, fees, and unexpected repairs).  e. Identifies and describes fixed expenses (i.e., rent and insurance).  f. Identifies and describes variable expenses (i.e., telephone and electricity).  g. Researches and analyzes ways to maintain a positive cash flow.</p>		<p>statement and balance sheet for the coming fiscal year. Students will be expected to use spreadsheet and word processing software and be proficient in accounting concepts.</p> <p>FBLA Monthly Budget Project  You are the treasurer for FBLA (Future Business Leaders of America). We just had a meeting and created our plan for this month. You need to see if we have enough money to conduct all the activities that we want to for this month. You are going to use the skills that you are learning in Computer Apps to create the monthly budget spreadsheet for FBLA</p>		
		<p><b>The student analyzes the financial statements of a business and utilizes those statements to make important business decisions.</b>  a. Discusses the importance of financial statements and their impact on business decisions.  b. Differentiate among assets, liabilities and</p>				

		<p>owners' equity on a balance sheet.</p> <p>c. Analyze a balance sheet to determine the financial strength of a business.</p> <p>d. Differentiate between revenue and expenses on an income statement.</p> <p>e. Examines an income statement to determine if the business has incurred a net income or a net loss.</p>				
		<p><b>The student identifies financial aspects associated with opening a business.</b></p> <p>a. Analyzes the costs associated with operating a small business.</p> <p>b. Compares and contrasts the sources of funding used in financing a business.</p> <p>c. Determines the start-up expenses and analyzes their effect in securing initial funding.</p> <p>d. Determines the operating expenses for a business and analyzes their effect on the cash flow of the business.</p>				
PL-HS-3.2.1 - Students will apply financial management practices,		<p><b>The student completes records which are fundamental for any business.</b></p> <p>a. Defines checking</p>				

<p>including budgeting, banking (e.g., check writing, balancing a checking account), savings and investments (e.g., advantages and disadvantages of savings accounts, stocks, bonds, mutual funds, certificates of deposit, IRAs, 401Ks) and credit (e.g., responsible use of debit and credit cards, establishing and maintaining good credit, cause and effect of bankruptcy) and explain their importance in achieving short and long-term financial goals.</p>		<p>accounts and practices preparing checks, check stubs, and deposit slips.  b. Prepares bank reconciliation.  c. Defines credit and analyze credit card statements.  d. Defines terms that are associated with credit (i.e., credit limit, balance, APR, APY).</p>				
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Submitted on \_\_\_\_\_ (date) by \_\_\_\_\_ (teacher's signature).

Reviewed on \_\_\_\_\_ (date) by \_\_\_\_\_ (reviewer's signature).

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Follow-up conference on \_\_\_\_\_ (date); participants' signatures \_\_\_\_\_ and \_\_\_\_\_.

# NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

Teacher: \_\_\_\_\_

Course: Business Essentials

Dates: \_\_\_\_\_

**Name Of Unit: Unit 7 Risk Management**

<p><b>Core Content/ Program of Studies</b> (What content students will know and what they will be able to do with it/skills.)</p>	<p><b>Standards Alignment KOSSA, National Standards</b></p>	<p><b>Objectives/Student Learning Outcomes</b></p>	<p><b>Critical Content Vocabulary/ Key People</b></p>	<p><b>Student Learning Activities</b> Check all which apply and describe each in detail in the column below.</p>	<p><b>Assessments</b> (How student outcomes are measured – tools used to measure student learning outcomes) List all assessments below and identify each assessment as formative (F) or summative (S).</p>	<p><b>Unit time in days 8 days</b></p>
<p>EL-11-FF-S-3 - Students will use a variety of reading strategies to understand vocabulary and texts.</p> <p>EL-11-IT-S-1 - Students will use comprehension strategies while reading, listening to, or viewing increasingly complex literary and informational</p>	<p><b>KOSSA Bus. Mgmt.</b> OG 005 OG 006 <b>NBEA</b> VII E1 VII E2 <b>NCSEE</b> N 06 N 07</p>	<p><b>The student explores and interprets the various risks involved in operating a business.</b></p> <p>a. Describes risks faced by business owners. b. Explains ways business owners can protect themselves from risks. c. Identifies types of business and personal insurance. d. Identifies types of insurance needed for a planned business. e. Explains the principles of a sound risk management program.</p>	<p>Liability Risks Personal Risks Policy Holder Premium Property Rights Property Risks Pure risk Risk</p>	<p>Hope in fields article and worksheet Students learn about pooling money to protect a large group from risk Insurance unit Project Students choose an insurance type to teach the class</p>	<p>Vocabulary quiz (F) Hope in Fields Rubric (F) Insurance Unit Rubric (S)</p>	

<p>texts.</p> <p>T-H-RIPSI-U-1 - Students will understand that technology supports critical thinking skills used in inquiry/problem solving to make informed decisions for independent learning.</p> <p>T-H-RIPSI-U-2 - Students will understand that technology can assist in researching, analyzing and evaluating information obtained from a variety of sources to answer an essential question across all content areas.</p> <p>SS-H-E-S-4 - Students will describe relationships between and among markets (e.g., local, national, global) and exchange of goods and services:</p> <ul style="list-style-type: none"> <li>a) explain factors that influence the supply and demand of products</li> </ul>		<p>f. Evaluates appropriate levels of insurance for a planned business.</p> <p>g. Discusses the impact of the laws of different countries on insurance.</p> <p>h. Analyzes the impact of international law on insurance.</p>				
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<p>(e.g., supply—technology, cost of inputs, number of sellers; demand—income, utility, price of similar products, consumers' preferences )</p> <p><b>b)</b> describe how financial and non-financial incentives influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions )</p> <p><b>c)</b> explain or model cause-effect relationships between the level of competition in a market and the number of</p>						
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buyers and sellers						
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Submitted on \_\_\_\_\_ (date) by \_\_\_\_\_ (teacher's signature).

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Follow-up conference on \_\_\_\_\_ (date); participants' signatures \_\_\_\_\_ and \_\_\_\_\_.

# NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

Teacher: \_\_\_\_\_

Course: Business Essentials

Dates: \_\_\_\_\_

Name Of Unit: Marketing

<b>Core Content/ Program of Studies</b> (What content students will know and what they will be able to do with it/skills.)	<b>Standards Alignment KOOSA, National Standards</b>	<b>Objectives/Student Learning Outcomes</b>	<b>Critical Content Vocabulary/ Key People</b>	<b>Student Learning Activities</b> Check all which apply and describe each in detail in the column below. Cooperative Groups ___X___; Technology ___X___; Comparing, Classifying, Creating Metaphors/Analogies ___; Cues, Questions, & Graphic Organizers ___; Inquiry/Investigations (generating and testing hypothesis) ___X___; Hands-on ___X___; Summarizing & Note Taking ___X___; Role Play/Simulation ___X___; Learning Centers ___; KWL _____	<b>Assessments</b> (How student outcomes are measured – tools used to measure student learning outcomes) List all assessments below and identify each assessment as formative (F) or summative (S).	<b>Pacing Guide</b>
SS-H-E-S-3 - Students will analyze free enterprise systems, and explain strategies for maximizing profits based on different roles in the economy (e.g., producers, entrepreneurs, workers, savers and investors) SS-H-E-S-4 - Students will describe relationships between and among markets (e.g., local, national, global) and exchange of goods and services: a) explain factors that influence the supply and demand of products (e.g., supply—	<b>KOOSA</b> Marketing OH 004 OG 004 <b>NBEA</b> III B1 and B2 IV B4 <b>NCSEE</b> L 22 L 37	<b>The student demonstrates understanding of the concept of marketing and its importance to business ownership.</b> a. Explains the fundamental marketing concepts used by a small business. b. Describes the four elements of the marketing mix. c. Justifies the importance of defining a target market and marketing niche. d. Describes pricing strategies. e. Describes the roles of sales and	Advertising Buying Motives Channel of Distribution Consumer Decision-Making Process Demographics Distribution Effective communication Marketing Marketing Mix Target market Marketing Research Marketing Strategy Personal Selling Place Price Product Promotion Psychographic	<p style="text-align: center;"><b><u>Lesson 1 – Target Marketing and the Marketing Mix (4 days, 3 for research and prep &amp; 1 for presentation)</u></b></p> <p><b><u>Essential Question:</u></b></p> <ul style="list-style-type: none"> <li>• What is the marketing mix?</li> <li>• What is target marketing?</li> </ul> <p><b><u>Discussion &amp; Activity:</u></b></p> <p>Discuss with the class the difference between mass marketed products (paper towels, batteries, etc.) and target-marketed products (Shampoo for different hair conditions, clothing, etc.). Ask the class why it is important for certain products and services to be target marketed to a particular consumer.            Distribute the <b>Coke Blak Project</b> handout and go over the assignment with the class. Have the class complete the assignment.</p> <p>Student directions:</p> <p>Objective: You are marketing executives for Coca-Cola. You will present your new product, Coke Blak – a cold coffee/Coke combination product. (You may research this product online if you are unfamiliar with it – yes it is a real product) to sales executives at Coca-Cola. It is your job to inform them about the product and to get</p>	Pre-test – (F) Objective assessment - multiple-choice, true- false, etc. ___ Quizzes/Tests ___ Unit test ___ Vocabulary X Individual project – (S) X Self-assessment - May include practice quizzes, games, simulations, checklists, etc. - (F) ___ Self-check rubrics ___x Journal reflections on concepts, personal experiences and impact on one's life ___ Reflect on evaluations of work from teachers, business partners, and competition judges ___x Academic prompts ___ Practice quizzes/tests Subjective assessment/Informal observations - (F) X Dialogue and Discussion ___ Student/teacher conferences X Partner and small group discussions	1 – 2 weeks

<p>technology, cost of inputs, number of sellers; demand— income, utility, price of similar products, consumers' preferences)</p> <p><b>b)</b> describe how financial and non-financial incentives influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions)</p> <p><b>c)</b> explain or model cause-effect relationships between the level of competition in a market and the number of buyers and sellers</p> <p><b>d)</b> research laws and government mandates (e.g., anti-trust legislation, tariff policy,</p>		<p>promotion as they apply to small business.</p> <p><b>The student identifies and analyzes the relationships between marketing and the individual, business, and society.</b></p> <p>a. Analyzes the impact of mass media marketing on society.</p> <p>b. Differentiates between consumer and organizational buying behavior.</p> <p>c. Explains methods to generate demand for a product/service.</p> <p>d. Justifies the role of market research.</p> <p>e. Differentiates among buying motives.</p> <p>f. Discusses the importance of a business giving back to the community.</p> <p>g. Describes how the internet and other emerging technologies have impacted the components of marketing.</p> <p>h. Identifies reasons for customer loyalty.</p> <p>i. Describes characteristics of the changing domestic</p>		<p>them excited to sell the new brand using all the components of a promotional mix that we discussed in class. You will have 3 full class days to develop your promotional plan and then you will present to a panel of judges. Good Luck!</p> <p><b>Target Market</b> – once you have an idea about this product, define the ideal consumers for this product that Coca-Cola should be targeting. These consumers need to be defined by both demographics (facts about the consumers: age, education, gender, income level, family status, employment status, etc.) and psychographics (lifestyles, activities, entertainment choices, etc.)</p> <p><b>Marketing Mix</b> – The marketing mix consists of the 4 P's: Product, Price, Promotion and Place. The product, Coke Blak, has already been developed. You must decide on the price (this may include creating different sizes and packaging with prices for each), promotion (advertising – see below) and Place (where and how it will be sold to the target market).</p> <p><b>Advertising</b> Choose 5 methods of advertising to showcase during your presentation and provide rationale as to why you chose the particular ads you created and in what type of media you will place these ads. Keep in mind the target market you defined – make sure the ads appeal to this consumer and the ads are placed in media vehicles that they will see.</p> <p><b>Print Media</b></p> <ul style="list-style-type: none"> <li>• Newspaper</li> <li>• Magazine</li> <li>• Direct-Mail</li> <li>• Outdoor</li> <li>• Transit</li> </ul> <p><b>Broadcast Media</b></p> <ul style="list-style-type: none"> <li>• Radio Ad</li> <li>• TV Ad</li> </ul> <p><b>Online Ad</b></p> <ul style="list-style-type: none"> <li>• Webpage</li> <li>• Banner Ad</li> </ul> <p><b>Specialty Media</b></p> <p>Each advertising method will be evaluated on the following</p> <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Effectiveness</li> </ul>	<p>X Whole group discussions        ___ Interaction with/feedback from community members/speakers and business partners</p> <p>Coke Blak Project        Pricing Strategy Projects (included in Learning Experiences) - (S)</p>	
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<p>regulatory policy) and analyze their purposes and effects in the United States and in the global marketplace</p> <p>SS-H-E-S-5 - Students will investigate the production, distribution, and consumption of goods and services:</p> <p>a) analyze changing relationships between and among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives), and examine the effects of those changing relationships on production, distribution and consumption in the United States</p> <p>b) describe how different factors (e.g., new knowledge,</p>		<p>and global population.</p>		<p>Remember- you are trying to sell your product. Choose your promotional mix very carefully!</p> <p><b><u>Presentation</u></b> Create a presentation to help sell your idea to the Coca- Cola executives (entire class)</p> <p><b><u>Lesson 2 - Pricing Strategies and Consumer Behavior</u></b> <b><u>(4 Days)</u></b></p> <p><b><u>Essential Question:</u></b></p> <ul style="list-style-type: none"> <li>• How are prices determined?</li> <li>• Why do we buy some things and leave others on the shelf?</li> </ul> <p><b><u>Discussion &amp; Activity:</u></b></p> <p>This lesson has many web-based resources. All links should work - the projects listed at the end of the lesson should take at least two days to prepare and one day to present.</p> <p><u>Step 1:</u> Read the following short article. In your notebook, jot down the key concepts on pricing strategies that you find that would make you a smarter consumer. Think of the products you buy and why?</p> <p>Smart Pricing Strategies by Wen-fei L. Uva, Senior Extension Associate Department of Applied Economics and Management, Cornell University <a href="http://www.hortmgt.aem.cornell.edu/pdf/smart_marketing/Uva3-01.pdf">www.hortmgt.aem.cornell.edu/pdf/smart_marketing/Uva3-01.pdf</a></p> <p><b>Product Positioning and Product Repositioning</b></p> <p><b>Economic forces</b> Business life cycles:</p> <ul style="list-style-type: none"> <li>• Prosperity</li> <li>• Recession</li> <li>• Depression</li> <li>• Recovery</li> </ul> <p>Marketers may need to adjust their marketing mix as the economy passes through different stages. Different between a depression and recession = the number of months certain economic figures decline etc., but different</p>		
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<p>technological change, investments in capital goods and human capital/resources) have increased productivity in the world</p>				<p>economists use different indicators.          Political force...Government uses fiscal and monetary policy to control the economy.          Fed: Alan Greenspan increased interest rates to try to curb excessive growth that would lead to inflation, has now reduced the rates since the economy has not shown the signs of anticipated inflation.          Interest rates have a big impact on COST OF MONEY...Business investment.... consumer spending.          Consumer buying power determined by income (Interest, Rent, wages):</p> <ul style="list-style-type: none"> <li>• Pre-tax Income--<i>Gross</i> Income</li> <li>• After Tax income--<i>Disposable</i> income</li> <li>• After purchasing necessities--<i>Discretionary</i> income</li> </ul> <p>Consumer demand and spending patterns are affected by the economy and the perception of the future. Need to determine:</p> <ul style="list-style-type: none"> <li>• Consumer buying power</li> <li>• Willingness to purchase, a function of employment security etc. Credit, increases current buying power over future buying power.</li> </ul> <p><b>Step 2</b> Go to the following website and complete the lesson and exercises on pricing strategies.  <a href="http://www.marketingteacher.com/Lessons/lesson_pricing.htm">http://www.marketingteacher.com/Lessons/lesson_pricing.htm</a>          In your notebook, jot down the key concepts on pricing strategies that would make you a smarter consumer. Think of the products you buy and why.</p> <p>also go through the following website: click on power point lesson #8, Price  <a href="http://marketingteacher.com/powerpoint/MAIN.htm">http://marketingteacher.com/powerpoint/MAIN.htm</a></p> <p><b>Step 3</b> Go to the following website and read through the following power point presentations: Chapter 5, 6, 9, and 16  <a href="http://www.consumerbehavior.net/powerpoint_presentations.htm">http://www.consumerbehavior.net/powerpoint_presentations.htm</a>          In you notebook, jot down the key concepts on pricing strategies that you find that would make you a smarter consumer. Think of the products you buy and why.</p> <p>Also go through the following website: Click on power point lesson #5 Consumer Behavior:  <a href="http://marketingteacher.com/powerpoint/MAIN.htm">http://marketingteacher.com/powerpoint/MAIN.htm</a></p> <p><b>Step 4</b> Explore the websites listed under resources and identify and define the pricing strategies that marketers/Entrepreneurs use to make a profit off your discretionary funds.</p>		
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These are short to-the-point websites. In your notebook jot down the key concepts on pricing strategies that you find that would make you a smarter consumer. Think of the products you buy and why.

**Step 5** You now have notes on the external factors that affect price, the pricing strategies, and the reasoning behind our purchases. You will form a group and will complete one of the following projects to creatively and accurately explain these concepts.

**Project 1 -**

This creative project will rewrite the Three Little Pigs story. Using the pricing strategies, consumer behavior, and the external forces on prices, your group will develop the story line and act out the story for the class. You need one person for each pig, the wolf, and a narrator and or/ extra character. See the rubrics to ensure you cover all aspects. This group will write a 15-question quiz to give to the students after your play. After everyone takes the quiz, grade the quiz to see how well your group explained the concepts. Did you have clear communications with your target audience? Remember communication is a vital entrepreneur characteristic.

**Project 2**

This project will develop a game show for the groups to play. Develop the game show using the pricing strategies, consumer behavior, and the external forces on prices develop the game show. Then have the class play the game. Each group will serve as a contestant. The game will be restricted to 20 minutes. So you need to be organized and fast paced. The question categories will be pricing strategies, consumer behavior, external forces on pricing, pricing and target market relationship, and definitions. See the rubrics to ensure you cover all aspects.

**Project 3**

This Project will create a presentation and discuss the pros and cons of allowing a Wal-Mart to open in your community (you must assume that Walmart is not in your town yet). Your group represents the Mayor and city council. The current businesses and entrepreneurs in your community are concerned about Wal-Mart's unfair pricing advantage. Take the concepts from the pricing strategies, consumer behavior, and external forces on prices and lead a discussion on allowing Wal-Mart to open up. Three will present the positives and three the negatives. At the conclusion of your discussion have the class vote on what is best for the consumers in your community. This battle is happening in every community in the world.

				<p>Here is a good article to get you started: The Wal-Mart You Don't Know  <a href="http://www.fastcompany.com/magazine/77/walmart.html">http://www.fastcompany.com/magazine/77/walmart.html</a></p> <p><b>Attachments for Learning Experiences:</b>  Coke Blak Project.doc  Smart Marketing. PDF</p> <p><b>Notes &amp; Reflections:</b>  All lessons are written in a 90-minute block format. However, each lesson can be divided for a 50 minute class period. It is the responsibility of the instructor to find a natural point in each lesson to divide the activities up over multiple class periods.</p>		
					Objective assessment - multiple-choice, true- false, etc.	
					<input type="checkbox"/> Quizzes/Tests <input type="checkbox"/> Unit test <input type="checkbox"/> Vocabulary	
					Individual project	
					Self-assessment - May include practice quizzes, games, simulations, checklists, etc.	
					<input type="checkbox"/> Self-check rubrics <input checked="" type="checkbox"/> Journal reflections on concepts, personal experiences and impact on one's life <input type="checkbox"/> Reflect on evaluations of work from teachers, business partners, and competition judges <input checked="" type="checkbox"/> Academic prompts <input type="checkbox"/> Practice quizzes/tests	
					Subjective assessment/Informal observations	
					<input type="checkbox"/> Essay tests Observe students working with partners <input type="checkbox"/> Observe students role playing	
					Peer-assessment	
					Peer editing & commentary of products/projects/presentations using rubrics Peer editing and/or critiquing	
					Dialogue and Discussion	



					<input type="checkbox"/> Student/teacher conferences <input checked="" type="checkbox"/> Partner and small group discussions <input checked="" type="checkbox"/> Whole group discussions <input type="checkbox"/> Interaction with/feedback from community members/speakers and business partners	
					Constructed Responses	
					<input type="checkbox"/> Chart good reading/writing/listening/speaking habits Application of skills to real-life situations/scenarios	
					Post-test	

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# NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_ **Business Essentials** \_\_\_\_\_

Dates: \_\_\_\_\_

Name Of Unit: \_\_\_\_\_ **Job Acquisition Process** \_\_\_\_\_

<b>Core Content/ Program of Studies</b> (What content students will know and what they will be able to do with it/skills.)	<b>Standards Alignment KOSSA, National Standards</b>	<b>Objectives/Student Learning Outcomes</b>	<b>Critical Content Vocabulary/ Key People</b>	<b>Student Learning Activities</b>  Check all which apply and describe each in detail in the column below. Cooperative Groups____; Technology_1, 2, 3____; Comparing, Classifying, Creating Metaphors/Analogies____; Cues, Questions, & Graphic Organizers____; Inquiry/Investigations (generating and testing hypothesis)____; Hands-on _1, 2, 3____; Summarizing & Note Taking____; Role Play/Simulation____; Learning Centers____; KWL _____	<b>Assessments</b> (How student outcomes are measured – tools used to measure student learning outcomes) List all assessments below and identify each assessment as formative (F) or summative (S).	<b>Pacing Guide</b>
<b>VS-H-ES-S-1 -</b> Students will analyze how interpersonal skills impact individual’s career choice and success in the workplace by: <b>a)</b> identifying effective group interaction strategies (e.g., communicating effectively, conflict resolution, compromise) to develop team skills (e.g., goal-setting, questioning, dividing work) <b>b)</b> analyzing and	<b>KOSSA Bus. Mgmt.</b> AD 002 AD 005 <b>NBEA</b> VII B4 VII B6 <b>NCSEE</b> H 02 H 07	<b>The student integrates all forms of communication in the successful pursuit of employment.</b> a. Identifies traditional and on-line sources of employment information. b. Writes a letter of application and resume for a simulated job opportunity. c. Prepares responses to commonly asked interview questions. d. Discusses the significance of nonverbal communication in the interviewing process. e. Demonstrates appropriate personal	-Application -Career -Career Portfolio -Cover letter -Interview -Mentor -Resume -Follow-up Letter -Negotiation -Salary -Benefits	<p style="color: red; text-decoration: underline;"><b>Lesson 1 – Finding the Right Career (1 day)</b></p> <p><u>Essential Question:</u></p> <ul style="list-style-type: none"> <li>• Where are all the best job openings found?</li> </ul> <p><u>Discussion &amp; Activity:</u> This unit will culminate in each student creating a Job Acquisition Portfolio. This portfolio will consist of all assignments complete over the course of the unit. Because this unit is based around the students finding a career that is right for them – student responses to each activity may vary. Distribute the Job and Career Project handout and Rubric Have the students complete the first 4 steps in this project:</p> <ol style="list-style-type: none"> <li>1. Complete the “Does Your Job Match Your Personality???” Activity             <ul style="list-style-type: none"> <li>▪ Copy and paste the paragraph that best describes you into a Word document – save as “Does Your Job Match Your Personality” – Create a “Career Folder” for all the documents that pertain to this project</li> </ul> </li> <li>2. Go to GCIS website and complete the activity Cut and paste information into a Word document – Save all information into “1” document – save as “GCIS”             <ul style="list-style-type: none"> <li>❖ Occupational sort “new” – narrow down to 20 or less occupations</li> <li>❖ Skill Assessment</li> <li>❖ Holland Personality types</li> </ul> </li> </ol>	-Individual Project: Job and Career Project (S) -Gone in 60 Seconds Activity (F) -Self-assessment (F) -Self-check rubrics (F) -Dialogue and Discussion (F) - Student/Teacher Conferences (F) -Job Application (S) -Ten Cover Letter Don’ts (F) -GCIS Career Search (S) -FBLA Competitive	5 90 minute blocks (7-10 days)

<p>evaluating the role of each participant's contribution in a team setting  <b>c)</b> evaluating the importance of working cooperatively with people of diverse backgrounds and abilities to achieve success in the workplace  <b>d)</b> designing a plan for working cooperatively with others by contributing ideas, suggestions and efforts to complete a task  <b>e)</b> explaining how effective verbal and nonverbal communication skills impacts work-related situations  <b>VS-H-ES-S-2 -</b> Students will evaluate how employability skills are important to achieve success in the workplace by:  <b>a)</b> demonstrating leadership skills by participating in co/extra-</p>		<p>appearance and grooming for an interview.  <b>f.</b> Designs a portfolio, including resume format suitable for on-line posting.  <b>g.</b> Prepares a list of questions to ask an interviewer.  <b>h.</b> Participates in and analyzes mock interviews.  <b>i.</b> Prepares an interview follow-up letter.  <b>j.</b> Identifies correct strategies for accepting or rejecting a job offer.</p>		<p style="text-align: center;">❖ Occupational Clusters (list top "5")</p> <ol style="list-style-type: none"> <li>3. Search the Internet for a job that you are interested in applying for or one that is in the career field that you discovered using GCIS.</li> <li>4. These are great sites to start with as resources for searching for a job and completing the remainder of the assignment: <ol style="list-style-type: none"> <li>a. <a href="http://www.monstertrak.com/">http://www.monstertrak.com/</a></li> <li>b. <a href="http://www.CareerBuilder.com/JobSeeker">http://www.CareerBuilder.com/JobSeeker</a></li> <li>c. <a href="http://www.flipdog.com">http://www.flipdog.com</a></li> <li>d. <a href="http://www.monster.com">http://www.monster.com</a></li> <li>e. <a href="http://www.ajcjobs.com/wl/">http://www.ajcjobs.com/wl/</a></li> </ol> </li> </ol> <p><b><u>Lesson 2 - The Interview Process (1 day)</u></b></p> <p><b><u>Essential Question:</u></b></p> <ul style="list-style-type: none"> <li>• What should you expect in an interview?</li> </ul> <p><b><u>Discussion &amp; Activity</u></b></p> <p>Begin the lesson by having the class complete the <b>Gone in 60 Seconds</b> activity</p> <p>Search the internet for several good sites on "Interviewing."</p> <p>Identify "20" good interview questions. Either cut and paste the questions into a Word document or type the questions into a Word document as "20 Common Interview Questions."</p> <p>Once you have identified "20" questions, you are to answer the questions yourself. Save the questions and your answers as "My interview responses"</p> <p>These questions and responses will be part of the Job Acquisition Portfolio each student will create for themselves.</p> <p><b><u>Lesson 3 - Job Search Tools (3 days)</u></b></p> <p><b><u>Essential Question:</u></b></p> <ul style="list-style-type: none"> <li>• What is the difference between a cover letter, a resume, and an application?</li> </ul> <p><b><u>Discussion &amp; Activity:</u></b></p> <p>Complete the remaining portions of the <b>Job and Career Project</b>. Once complete, compile all steps together into a "career portfolio."</p>	<p>Events: Job Interview (S);  Electronic Career Portfolio (S)</p>	
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<p>curricular activities, home, school and community</p> <p><b>b)</b> analyzing the leadership qualities of a successful person and explain how the qualities described are essential to successful employment in any career (e.g., self-directed, effective at time management, problem-solving skills, positive attitude)</p> <p><b>c)</b> evaluating personal attitudes and work habits that support career retention and advancement</p> <p><b>d)</b> describing consequences for actions when disobeying rules and routines at the workplace</p> <p><b>e)</b> explaining the role of authority in school and the workplace explaining the importance of developing good work ethics/habits (e.g., initiative,</p>				<ol style="list-style-type: none"> <li>5. Complete the attached job application for the job for which you are applying.</li> <li>6. Type a resume using the resume wizard in Microsoft Word. Complete all sections and create data where necessary.       <ol style="list-style-type: none"> <li>a. Go to <a href="http://www.resume-resource.com/">http://www.resume-resource.com/</a> for examples of entry-level resumes and letter of applications/cover letters.</li> </ol> </li> <li>7. Create your own letterhead using Word®</li> <li>8. Type a letter of application (cover letter) for the position you are interested in applying for using the letterhead you created       <ol style="list-style-type: none"> <li>a. Read the following article: <b>Ten Cover Letter Don'ts</b></li> </ol> </li> <li>9. Create a Memo that explains proper professional dress for men and women in the business place. Addressed to me. Can use the memo wizard for proper format.       <ol style="list-style-type: none"> <li>a. Use textbook or Internet as a resource for obtaining this information.</li> </ol> </li> <li>10. Create a PowerPoint presentation that incorporates at least 20 hints on proper interview technique – use an appealing design template and clipart – Use the Internet for research.</li> </ol> <p><u>Compile and turn in your work in the following order:</u></p> <ol style="list-style-type: none"> <li>a. Cover sheet – name, class, date, and clipart</li> <li>b. Job Application</li> <li>c. Letter of application (cover letter)</li> <li>d. Resume</li> <li>e. Printout of job you are applying for</li> <li>f. Memo on proper dress</li> <li>g. Print out of PowerPoint presentation listing proper interview techniques – 6 slides per handout</li> <li>h. Sample interview questions</li> <li>i. Word document listing       <ul style="list-style-type: none"> <li>❖ Occupational sort</li> <li>❖ Skill Assessment</li> <li>❖ Holland Personality types</li> <li>❖ Occupational clusters with the value</li> <li>❖ Personality profile from “Does your personality match your job”</li> </ul> </li> </ol> <p><b>Attachments for Learning Experiences:</b></p> <p>Job and Career Project.doc        Job and Career Project Rubric.doc        Gone in 60 Seconds.doc        Job Application.doc        Ten Cover Letter Don'ts.doc        GCIS Career Search.doc</p>		
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<p>time management, respect, self-discipline, problem-solving) that support career retention and advancement</p> <p><b>VS-8-ES-S-3 -</b> Students will explain how employability skills are important to achieve success in the workplace by:</p> <p>a) using available resources for locating job openings</p> <p>b) using established criteria to evaluate a completed job application</p> <p><b>VS-H-CT-S-3 -</b> Students will explain how communication and technological skills are used to seek, obtain and change jobs/careers by:</p> <p>a) examining effective speaking and listening skills used in a job interview,</p> <p>b) applying skills used to</p>						
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seek, obtain, maintain, and change jobs/careers and transition to postsecondary opportunities: conducting a job search, writing letters, completing an application, securing a letter of reference, preparing a résumé, and applying interview techniques, and using proper procedures when changing jobs.						
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Submitted on \_\_\_\_\_ (date) by \_\_\_\_\_ (teacher's signature).

Reviewed on \_\_\_\_\_ (date) by \_\_\_\_\_ (reviewer's signature).

Returned to teacher on \_\_\_\_\_ (date) by \_\_\_\_\_ (reviewer's signature).

Follow-up conference on \_\_\_\_\_ (date); participants' signatures \_\_\_\_\_ and \_\_\_\_\_.

## **PROGRAM CONCENTRATION: Business & Computer Science**

### **CAREER PATHWAY: Small Business Development**

#### **COURSE TITLE: Legal Environment of Business**

Legal Environment of Business is the second course in the Small Business Development Career Pathway. This course concentrates on the legal aspects of business ownership and management. Legal issues will include contracts, sales, consumer law, agency and employment law, personal and real property, risk management, environmental law, and government effects on business. The impact of ethics on business operations will be studied. International business principles are infused in the standards for Legal Environment of Business. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.

#### **Ethics**

**BCS-LEB-1: The student summarizes the ethical responsibilities of business owners.**

- a. Describes organizational policies and procedures for ethics and privacy.
- b. Illustrates strategies that address and improve ethical behavior in a small business.
- c. Assesses ethical considerations affecting consumers such as false advertising and shoplifting.
- d. Examines the role of social responsibility in business.

**BCS-LEB-2: The student summarizes the effects of diverse cultures and customs on business.**

- a. Describes the effect of culture on ethical practices.
- b. Compares and contrasts differences in legal systems among the states and countries.
- c. Compares and contrasts differences in ethics legislation at state, national, and international levels.
- d. Assesses ethical considerations resulting from increased international competition (i.e., dumping goods on the market at below cost prices and trading with countries where unfair labor practices, bribery and human rights violations exist).

**BCS-LEB-3: The student determines ethical issues directly related to government regulations.**

- a. Lists examples of how unethical behavior leads to government regulations.
- b. Assesses ethical considerations resulting from increasing business positioning with politicians such as lobbying, gift-giving, and awarding honoraria to political leaders for political gain.
- c. Classifies unethical and illegal conduct in business and their related consequences.
- d. Compares copyright laws and how they relate to business practices.

***Academic standard:***

*SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.*

## **Business Law**

### **BCS-LEB-4: The student identifies rights and responsibilities of contract negotiations.**

- a. Differentiates among the ways that a contract can be disrupted (i.e., fraud, non-disclosure, misrepresentation, mistake, duress, and undue influence).
- b. Explains a minor's right to void a contract and identify people who lack contractual capacity.

### **BCS-LEB-5: The student analyzes the importance of sales regulations.**

- a. Describes the Uniform Commercial Code (UCC) and explains why the UCC has been adopted by the states.
- b. Applies the UCC to appropriate areas of business operations.
- c. Identifies various types of warranties and describes how each of the warranties may be excluded or modified.
- d. Lists and explains the remedies of the seller and buyer when a sales contract has been breached.
- e. Defines the statute of limitations and describes when the time period of this statute usually begins and ends in a sales transaction.

#### ***Academic standard:***

*SSEIN1 The student will explain why individuals, businesses and governments trade goods and services.*

### **BCS-LEB-6: The student identifies consumer protection legislation and its effects on business.**

- a. Illustrates how legislation (i.e., Fair Credit Reporting Act, Fair Credit Billing Act, Equal Credit Opportunity Act, Fair Credit Collection Practices Act, and Consumer Credit Protection Act) regulates and affects consumer credit.
- b. Outlines major aspects of consumer protection in such legislation as the Federal Trade Commission Act, the Consumer Product Safety Act, and the Consumer Leasing Act.
- c. Discusses and analyzes the impact of international law on consumer protection.

#### ***Academic standards:***

*SSEF5 The student will describe the roles of government in a market economy.*

*SSEPF4 The student will evaluate the costs and benefits of using credit.*

### **BCS-LEB-7: The student analyzes the role and importance of agency law and employment law as they relate to the conduct of business in the national and international marketplaces.**

- a. Researches and discusses federal law on fair hiring practices.
- b. Explains the doctrine of employment-at-will and describes the wrongful discharge exceptions to employment-at-will.
- c. Assesses how legislation (i.e., unemployment insurance legislation, workers' compensation legislation, and social security legislation) guarantees worker benefits.
- d. Describes the collective bargaining process.
- e. Assesses how legislation (i.e., the National Labor Relations Act, the Taft- Hartley Act, and the Landrum-Griffin Act) regulates and affects union activities.

#### ***Academic standard:***

*ELA10W3 The student uses research and technology to support writing.*



**BCS-LEB-8: The student explains the legal rules that apply to personal property and real property.**

- a. Defines real property, personal property, and fixtures and explains why property distinctions are important.
- b. Summarizes different methods by which property is acquired and identifies the forms of co-ownership of personal and real property.
- c. Defines intellectual property and lists types of intellectual property.
- d. Identifies a common carrier's liability for loss or damage to goods.
- e. Explains the effect of a sale-on-consignment and a sale-on-approval.
- f. Distinguishes among liens, licenses, and easements and explains the differences.
- g. Summarizes the major estates in land and describes the major features of each.
- h. Outlines the method of transferring title (deeding) to real property.
- i. Describes the kinds of rental relationships that landlords and tenants may create.
- j. Describes the function of warranty and quit claim deeds.
- k. Determine methods of transferring real property other than by sale.
- l. Distinguishes between a lease and a deed.
- m. Explains the rights and obligations of landlords and tenants regarding termination of a lease.
- n. Identifies federal and state, territory, and province statutes that affect the landlord-tenant relationship.

**BCS-LEB-9: The student analyzes the function of commercial paper.**

- a. Explains the importance and function of commercial paper.
- b. Describes the concept of negotiability and distinguishes from assignability.
- c. Identifies and explains the essential elements of a negotiable instrument.
- d. Describes the different types of negotiable instruments and different types of endorsements.
- e. Explains the contractual relationship between a bank and its customers.
- f. Describes the legal effects of forgeries and material alterations.

**BCS-LEB-10: The student analyzes the function of bankruptcy law.**

- a. Describes the various aspects of bankruptcy (i.e., Chapter 7, Chapter 11, and Chapter 13).
- b. Compares the differences between voluntary bankruptcy and involuntary bankruptcy.
- c. Identifies debts that are not extinguished by bankruptcy.
- d. Identifies alternatives to bankruptcy.
- e. Analyzes the impact of international law on bankruptcy.

**BCS-LEB-11: The student explains how advances in computer technology impact business law.**

- a. Identifies the circumstances that constitute the violation of a computer program copyright.
- b. Determines when computer-related contracts are service contracts and when they are sale-of-goods contracts.
- c. Analyzes how technological advances have created business practices that may be in conflict with the laws governing invasion of privacy.
- d. Explains how legislation and regulations can be used to prevent the use of computers to invade privacy.

- e. Describes federal, state, territory, and province statutes designed to combat computer crime.
- f. Explains the impact of existing law on e-commerce.
- g. Analyzes the impact of the laws of different countries on computer law.

**BCS-LEB-12: The student explains laws and regulations that apply to the environment and energy.**

- a. Defines environmental law.
- b. Explains the need for energy regulation and conservation.
- c. Describes the various federal statutes (i.e., the National Environmental Policy Act, the Clean Air Act, the Clean Water Act, and the Toxic Substance Control Act) that impact the environment.

**BCS-LEB-13: The student analyzes the role of government in managing a business.**

- a. Identifies and assesses factors affecting a business's profits. (i.e. sales tax, corporate taxes, income taxes, self-employment taxes from the federal, state and local levels.)
- b. Explains consumer protection legislation (i.e., Fair Credit Reporting Act, Fair Credit Billing Act, Equal Credit Opportunity Act, Fair Credit Collection Practices Act, and Consumer Credit Protection Act).

**Academic standards:**

*SSEF5 The student will describe the roles of government in a market economy.*

*SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.*

## **Risk Management**

**BCS-LEB-14: The student analyzes the purpose of business insurance.**

- a. Determines different types of insurance coverage needed for business.
- b. Assesses the effectiveness of insurance products in relation to cost.

**BCS-LEB-15: The student analyzes the risk involved in product liability.**

- a. Investigates product liability and punitive damages cases in the business environment.
- b. Determines business insurance needs and ways to limit losses stemming from product liability.
- c. Evaluates the effect of lawsuits involving product liability and punitive damages.

**BCS-LEB-16: The student analyzes automobile insurance.**

- A. Evaluates different types of automobile insurance coverage, including riders and endorsements.
- b. Determines the effect of various factors on insurance rates.
- c. Examines ways to reduce the cost of insurance.
- d. Identifies reasons for policy cancellation.

**Academic standards:**

*MM3P1. Students will solve problems (using appropriate technology).*

*MM3P4. Students will make connections among mathematical ideas and to other disciplines.*

**BCS-LEB-17: The student analyzes business property insurance.**

- a. Describes coverage common to most policies and explains how the amount needed is determined.
- b. Describes special coverage available.
- c. Explains variances in rates and determines how to obtain the best rates.
- d. Compares the difference between replacement and value coverage.
- e. Examines types of business property coverage.
- f. Explains how to inventory and document all business property and how to use riders and endorsements to cover specific needs.
- g. Assesses the need for umbrella and excess liability coverage.
- h. Identifies reasons for policy cancellation.

**BCS-LEB-18: The student analyzes health/medical and life insurance.**

- a. Identifies basic types of coverage offered by health and life insurance companies.
- b. Defines the responsibility of insured for co-pay, deductible, and non-covered medical expenses.
- c. Determines variables to consider when naming beneficiaries.
- d. Determines insurability and identifies reasons for policy cancellation.
- e. Explains variances in rates and determines how to obtain the best rates.
- f. Compares and contrasts the services and the cost of employee health/medical and life insurance plans available for businesses.

***Academic standard:***

*MM3P4. Students will make connections among mathematical ideas and to other disciplines.*

**BCS-LEB-19: The student analyzes unemployment insurance.**

- a. Defines unemployment compensation insurance.
- b. Explains how state and federal legislation affect unemployment compensation.
- c. Explains the financial obligation of the employer as it pertains to unemployment compensation insurance.

**BCS-LEB-20: The student analyzes disability insurance.**

- a. Explains disability coverage.
- b. Describes disabling conditions that qualify for benefits.
- c. Explains variances in rates and determines how to obtain the best rates.
- d. Explains the role of workers compensation insurance and its benefits to policyholders.
- e. Evaluates the role of Social Security in providing disability benefits.

**BCS-LEB-21: The student analyzes insurance ethics and insurance fraud.**

- a. Examines state insurance laws and describes ethical issues facing the insurance industry.
- b. Lists different types of insurance fraud and explains how fraud affects policyholders.

**L-BCS-LEB-22: The student evaluates sole proprietorships, partnerships, and corporations as a form of business.**

- a. Describe how to form and run a sole proprietorship and partnership.
- b. Explain the rights and responsibilities of partners.
- c. Explain how a partnership can be terminated.
- d. Explain the different types of corporations.
- e. Discuss the steps involved in forming a corporation.
- f. Explain what a limited liability company is.
- g. List the steps in forming a limited liability company.

- h. List the rights shareholders have.*
- i. Describe the liability of corporate directors and officers.*
- j. Identify the ways a corporation can be terminated.*

**L-BCS-LEB-23: The student will define how law affects premarital and marital relationships as well as divorce.**

- a. Name the rights and duties involved in marriage.*
- b. Explain the types of marriages as well as those prohibited by law.*
- c. List the requirements of a legal marriage.*
- d. Describe the difference between an annulment, a legal separation, and a divorce.*
- e. Identify the common grounds for divorce.*
- f. Explain the issues involved in a divorce settlement.*

**Academic standards:**

*SSEPF5 The student will describe how insurance and other risk-management strategies protect against financial loss.*

*ELA11RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.*

*ELA11RC3 The student acquires new vocabulary in each content area and uses it correctly.*

*ELA11RC4 The student establishes a context for information acquired by reading across subject areas.*

*ELA11W3 The student uses research and technology to support writing*

*ELA11C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.*

*ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.*

**CTAE Foundation Skills**

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

- CTAE-FS-1 Technical Skills:** Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.
- CTAE-FS-2 Academic Foundations:** Learners achieve state academic standards at or above grade level.
- CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.
- CTAE-FS-4 Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.
- CTAE-FS-5 Information Technology Applications:** Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.
- CTAE-FS-6 Systems:** Learners understand a variety of organizational structures and functions.
- CTAE-FS-7 Safety, Health and Environment:** Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.
- CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.
- CTAE-FS-9 Ethics and Legal Responsibilities:** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.
- CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.
- CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

# NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

Teacher: \_\_\_\_\_

Course: Legal Environment

Dates: \_\_\_\_\_

Name Of Unit: Ethics

<p style="text-align: center;"><b>Core Content/ Program of Studies</b> (What content students will know and what they will be able to do with it/skills.)</p>	<p style="text-align: center;"><b>Standards Alignment KOSSA, National Standards</b></p>	<p style="text-align: center;"><b>Objectives/Student Learning Outcomes</b></p>	<p style="text-align: center;"><b>Critical Content Vocabulary/ Key People</b></p>	<p style="text-align: center;"><b>Student Learning Activities</b> Check all which apply and describe each in detail in the column below.</p>	<p style="text-align: center;"><b>Assessments</b> (How student outcomes are measured – tools used to measure student learning outcomes) List all assessments below and identify each assessment as formative (F) or summative (S).</p>
<p>SS-H-E-S-4 - Students will describe relationships between and among markets (e.g., local, national, global) and exchange of goods and services: a.explain factors that influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers; demand— income, utility, price of similar products, consumers' preferences) b.describe how financial</p>	<p><b>KOSSA Bus. Mgmt.</b> OI 005 OI 008 OI 009 OI 020 EB 001 EB 002 EB 003 EB 004 ED 001 ED 002 ED 003 ED 004 <b>NBEA</b> I C3 III D5</p>	<p>Students summarize the ethical responsibilities of business owners. Students will be able to: a. Describe organizational policies and procedures for ethics and privacy. b. Illustrate strategies that address and improve ethical behavior in a small business. c. Assess ethical considerations affecting consumers such as false advertising and shoplifting. d. Examine the role of social responsibility in business.</p>	<p>1.Ethics 2.Consequences 3.Professional Code of Conduct 4.Civil disobedience 4.Consumer protection 5.Class action 6.Cease-and-resist order 7.Licensing 8.Consumer Product Safety Act 9.Consumer</p>	<p>1.Note taking on lectures (e.g. Ethics in General, Business Ethics, Ethical Reasoning- Consequences or Rules?, Ethics Reflected in Laws, Legislation, Litigation and Government, etc.). 2.Vocabulary Notebook – define all the vocabulary words from the unit and use each word in a sentence. 3. Ethics in the News Assignment – find a recent news article concerning a breach of ethics in any professional area. Develop a poster presentation of that ethical dilemma and give a 5 to 7 minute</p>	<p>Vocabulary Notebook Check (F) Vocabulary Quiz (S) Test over class lectures (S) Ethics on the News Presentation Rubric (S) Interview &amp; Reflection Rubric (S) Ethics Role Plays Feedback (F) Is it Illegal or Unethical paper - rubric (S)</p>

<p>and non-financial incentives influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions)</p> <p>c.explain or model cause-effect relationships between the level of competition in a market and the number of buyers and sellers</p> <p>d.research laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) and analyze their purposes and effects in the United States and in the global marketplace</p> <p>SS-H-E-S-5 - Students will investigate the production, distribution, and consumption of goods and services:</p> <p>a.analyze changing relationships between and among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives), and examine those changing relationships on production, distribution and consumption in the United States,</p> <p>b.describe how different factors (e.g., new knowledge, technological</p>	<p><b>NCESS</b></p> <p>B 01</p> <p>B 02</p> <p>B 04</p> <p>B 11</p> <p>D 21 – D 24</p>	<p>Students summarize the effects of diverse cultures and customs on business. Students will be able to:</p> <p>a. Describe the effect of culture on ethical practices.</p> <p>b. Compare and contrast differences in legal systems among the states and countries.</p> <p>c. Compare and contrast differences in ethics legislation at state, national, and international levels.</p> <p>d. Assess ethical considerations resulting from increased international competition (i.e., dumping goods on the market at below cost prices and trading with countries where unfair labor practices, bribery and human rights violations exist).</p> <p>Students determine ethical issues directly related to government regulations. Students will be able to:</p> <p>a. List examples of how unethical behavior leads to government regulations.</p> <p>b. Asses ethical considerations resulting from increasing business positioning with politicians such as lobbying, gift-giving, and awarding honoraria to political leaders for political gain.</p> <p>c. Classify unethical and illegal conduct in business and their related</p>	<p>Product Safety Commission</p> <p>10.Unfair trade</p> <p>11.Federal Trade Commission Act</p> <p>12.Interstate commerce</p> <p>13.Warranty</p> <p>14.Disclaimer</p> <p>15.Lemon law</p>	<p>presentation in class.</p> <p>4. Interview and Reflection – interview an attorney or judge regarding ethics in law and government. Prepare a 2 page reflection on the interview.</p> <p>5. Ethics Role Plays – students will participate in role play scenarios depicting ethical dilemmas.</p> <p>6. Is It Illegal or Unethical ? Assignment- students will be given 2 specific scenarios to analyze and then state whether the given scenarios represent illegal or unethical situations. They will then describe how they would rectify each situation that is illegal or unethical.</p> <p>7. Professional Codes of Conduct – students will research the professional code of conduct for a career they are interested in and write a reflection on that code of ethics, noting the components in the code that could present a challenge for them.</p>	<p>Professional Code of Conduct Reflection – Rubric (S)</p>
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<p>change, investments in capital goods and human capital/resources) have increased productivity in the world.</p> <p>SS-H-E-S-6 - Students will explain results and issues related to interdependence of personal, national and international economic activities (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and analyze how economies of nations around the world (e.g., China, India, Japan) affect and are affected by American economic policies</p> <p>EL-9-SLO-U-3 - Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.</p> <p>T-H-SESI-S-EI4 - Students will use legal and ethical practices when completing digital projects/schoolwork and credit all participants for their contribution to the</p>		<p>consequences.</p> <p>d. Compare copyright laws and how they relate to business practices.</p>			
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work. T-H-RIPSI-U-1 - Students will understand that technology supports critical thinking skills used in inquiry/problem solving to make informed decisions for independent learning.					

# NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

Teacher: \_\_\_\_\_

Course: Legal Environment of Business

Dates: \_\_\_\_\_

Name Of Unit: Business Law

<b>Core Content/ Program of Studies</b> (What content students will know and what they will be able to do with it/skills.)	<b>Standards Alignment KOSSA, National Standards</b>	<b>Objectives/Student Learning Outcomes</b>	<b>Critical Content Vocabulary/ Key People</b>	<b>Student Learning Activities</b> Check all which apply and describe each in detail in the column below. Cooperative Groups_____; Technology____; Comparing, Classifying, Creating Metaphors/Analogies____; Cues, Questions, & Graphic Organizers____; Inquiry/Investigations (generating and testing hypothesis)____; Hands-on _____; Summarizing & Note Taking____; Role Play/Simulation____; Learning Centers____; KWL _____	<b>Assessments</b> (How student outcomes are measured – tools used to measure student learning outcomes) List all assessments below and identify each assessment as formative (F) or summative (S).	<b>Pacing Guide</b>  Consumer Law – 3 weeks  Agency/Gov Law – 3 weeks  Property Law – 2 weeks  Financial Law – 3 weeks  Environmental Law – 2 weeks
SS-H-E-S-1- Students will demonstrate an understanding of the nature of limited resources and scarcity in the modern world (1500 A.D. to present) and the United States (Reconstruction to present): a) explain how scarcity of resources necessitates	<b>KOSSA Bus. Mgmt.</b> AB 005 AC 008 OF 005 OG 007 OG 006 OI 005 OI 006 OJ 001 <b>NBEA</b> IV D3 VIII A3 VIII B3 <b>NCSEE</b>	1. The student will explore and understand the purpose of the Uniform Commercial Code 2. Students will understand how warranties work. 3. Students will understand how a sales contract works and what happens when a sales contract is breached. 4. Students will understand why it is necessary to have legislation that protects consumers against unethical practices.	1. warranty 2. breach 3. contract 4. liable 5. UCC 6. lemon laws 7. union 8. collective bargaining 9. employment-at-will 10. consumer protection 11. property	1. Rights of ownership: Students will define acquisition process and if they have the same rights of ownership. See supporting documents for full instructions.  2. Avoiding Bankruptcy: Students will complete an activity to compare the salary of choice with the expenses of the lifestyle they hope to have. See supporting documents for instructions (Financial Law	Vocabulary Notebook Check (F)  Vocabulary Quiz (S)  Test over class lectures (S)  Rights of Ownership Presentation Rubric (S)  Avoiding Banruptcy: Rubric (S)  Environmental Law Activity	

<p>choices at both the personal and societal levels, and explain the impact of those choices</p> <p><b>b)</b> explain how governments with limited budgets consider revenues, costs and opportunity when planning expenditures describe how economic institutions (e.g., corporations, labor unions, banks, stock markets, cooperatives, partnerships) help to deal with scarcity</p> <p>SS-H-E-S-2 - Students will compare and contrast economic systems (e.g., traditional, command, market, mixed), and evaluate their effectiveness in achieving broad social goals (e.g., freedom, efficiency, equity, security)</p> <p>SS-H-E-S-3 - Students will analyze free</p>	<p>N14 – N 21</p>	<p>5. Students will understand the liability of businesses to produce safe and effective products for consumers.</p> <p>6. Students will understand the statute of limitations on a sales transaction.</p> <p>7. Students will research and discuss federal law on fair hiring practices.</p> <p>8. Students will explain the doctrine of employment-at-will and describe the wrongful discharge exceptions to employment-at-will.</p> <p>9. Students will assess how legislation guarantees worker benefits.</p> <p>10. Students will explain the collective bargaining process.</p> <p>11. Students will assess how legislation regulates and affects union activities.</p> <p>12. Students will identify and assess factors affecting a business's profits.</p> <p>13. Students will explain consumer protection legislation.</p> <p>14. Students will define real property, personal property, and fixtures and explain why property distinctions are important.</p> <p>15. Students will summarize different methods by which property is acquired and identify the forms of co-ownership of personal and real property.</p> <p>16. Students will define intellectual property and list types of intellectual property.</p>	<p>acquired</p> <p>12. intellectual property</p> <p>13. liens</p> <p>14. license</p> <p>15. easement</p> <p>16. lease</p> <p>17. deed</p> <p>18. Artisan's lien</p> <p>19. bankruptcy</p> <p>20. Credit rating</p> <p>21. Finance charge</p> <p>22. Garnishment</p> <p>23. Guarantor</p> <p>24. Insolvent</p> <p>25. Involuntary bankruptcy</p> <p>26. Lien mechanic's lien</p> <p>27. Pawn</p> <p>28. Pledge</p> <p>29. Pledgor</p> <p>30. Principal debtor</p> <p>31. Surety</p> <p>32. Suretyship</p> <p>33. Unsecured debt</p> <p>34. Voluntary bankruptcy</p> <p>35. environmental law</p> <p>36. regulation</p> <p>37. conservation</p>	<p>Assignment Ideas).</p> <p>3.Environmental Law Activity</p>	<p>Feedback (F)</p>	
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<p>enterprise systems, and explain strategies for maximizing profits based on different roles in the economy (e.g., producers, entrepreneurs, workers, savers and investors)</p> <p>SS-H-E-S-4 - Students will describe relationships between and among markets (e.g., local, national, global) and exchange of goods and services:</p> <p><b>a)</b> explain factors that influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers; demand—income, utility, price of similar products, consumers' preferences)</p> <p><b>b)</b> describe how financial and non-financial incentives influence individuals differently (e.g., discounts, sales promotions, trends, personal</p>		<p>17. Students will identify a common carrier's liability for loss or damage to goods. Students will explain the effect of a sale-on-consignment and a sale-on-approval.</p> <p>18. Students will distinguish among liens, licenses, and easements and explain the differences.</p> <p>19. Students will summarize the major estates in land and describe the major features of each.</p> <p>20. Students will outline the method of transferring title (deeding) to real property.</p> <p>21. Students will describe the kinds of rental relationships that landlords and tenants may create.</p> <p>22. Students will describe the function of warranty and quit claim deeds.</p> <p>23. Students will determine methods of transferring real property other than by sale.</p> <p>24. Students will distinguish between a lease and a deed.</p> <p>25. Students will explain the rights and obligations of landlords and tenants regarding termination of a lease.</p> <p>26. Students will identify federal and state, territory, and province statutes that affect the landlord-tenant relationship.</p> <p>27. Students will explain the importance and function of commercial paper.</p> <p>28. Students will describe the</p>				
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<p>convictions)</p> <p><b>c)</b> explain or model cause-effect relationships between the level of competition in a market and the number of buyers and sellers</p> <p><b>d)</b> research laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) and analyze their purposes and effects in the United States and in the global marketplace</p> <p>SS-H-E-S-5 - Students will investigate the production, distribution, and consumption of goods and services:</p> <p><b>a)</b> analyze changing relationships between and among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls,</p>		<p>concept of negotiability and distinguishes from assignability.</p> <p>29. Students will identify and explain the essential elements of a negotiable instrument.</p> <p>30. Students will describe the different types of negotiable instruments and different types of endorsements.</p> <p>31. Students will explain the contractual relationship between a bank and its customers.</p> <p>32. Students will describe the legal effects of forgeries and material alterations.</p> <p>33. Students will describe the various aspects of bankruptcy (i.e., Chapter 7, Chapter 11, and Chapter 13).</p> <p>34. Students will compare the differences between voluntary bankruptcy and involuntary bankruptcy.</p> <p>35. Students will identify debts that are not extinguished by bankruptcy.</p> <p>36. Students will identify alternatives to bankruptcy.</p> <p>37. Students will analyze the impact of international law on bankruptcy.</p> <p>38. Students will define environmental law.</p> <p>39. Students will explain the need for energy regulation and conservation.</p> <p>40. Students will describe the various federal statutes that impact the environment.</p>				
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<p>subsidies, tax incentives), and examine the effects of those changing relationships on production, distribution and consumption in the United States</p> <p>b) describe how different factors (e.g., new knowledge, technological change, investments in capital goods and human capital/resources) have increased productivity in the world</p> <p>SS-H-E-S-6 - Students will explain results and issues related to interdependence of personal, national and international economic activities (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present):</p> <p>a) analyze how</p>						
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<p>economies of nations around the world (e.g., China, India, Japan) affect and are affected by American economic policies</p> <p>EL-9-SLO-U-3 - Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.</p> <p>T-H-SESI-S-EI4 - Students will use legal and ethical practices when completing digital projects/schoolwork and credit all participants for their contribution to the work.</p> <p>T-H-SESI-S-SI1 - Students will forecast the impact of technological products and systems in a global society.</p> <p>T-H-RIPSI-U-1 - Students will understand that technology supports critical thinking skills used in inquiry/problem</p>						
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<p>solving to make informed decisions for independent learning.</p> <p>T-H-RIPSI-U-2 - Students will understand that technology can assist in researching, analyzing and evaluating information obtained from a variety of sources to answer an essential question across all content areas.</p> <p>SC-H-I-S-3 - Students will analyze and describe the effects of events (e.g., fires, hurricanes, deforestation, mining, population growth and municipal development) on environments from a variety of perspectives. Use data to propose ways of lessening impacts perceived as negative.</p> <p>SC-H-I-S-1 - Students will explore ways to eradicate or lessen environmental problems caused by human interaction (e.g., examine programs for habitat restoration or wildlife protection, automotive/industrial emissions standards).</p> <p>EL-11-FF-S-3 - Students will use a variety of reading strategies to understand vocabulary</p>						
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<p>and texts.</p> <p>EL-11-IT-S-1 - Students will use comprehension strategies while reading, listening to, or viewing increasingly complex literary and informational texts.</p>						

Submitted on \_\_\_\_\_ (date) by \_\_\_\_\_ (teacher's signature).

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Follow-up conference on \_\_\_\_\_(date); participants' signatures \_\_\_\_\_and \_\_\_\_\_.

NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

Teacher: \_\_\_\_\_  
 Dates: \_\_\_\_\_

Course: Legal Environment

Name Of Unit: Risk Management

<b>Core Content/ Program of Studies</b> (What content students will know and what they will be able to do with it/skills.)	<b>Standards Alignment KOSSA, National Standards</b>	<b>Objectives/Student Learning Outcomes</b>	<b>Critical Content Vocabulary/ Key People</b>	<b>Student Learning Activities</b> Check all which apply and describe each in detail in the column below. Cooperative Groups__X__; Technology__X__; Comparing, Classifying, Creating Metaphors/Analogies__X__; Cues, Questions, & Graphic Organizers__; Inquiry/Investigations (generating and testing hypothesis)____; Hands-on _____; Summarizing & Note Taking__X__; Role Play/Simulation____; Learning Centers____; KWL _____	<b>Assessments</b> (How student outcomes are measured – tools used to measure student learning outcomes) List all assessments below and identify each assessment as formative (F) or summative (S).	<b>Pacing Guide</b> Introduction and vocabulary – 3 days Group project – 6 days Insurance Agent Activity – 5 days Review – 1 day Exam – 1 day
EL-11-FF-S-3 - Students will use a variety of reading strategies to understand vocabulary and texts.  EL-11-IT-S-1 - Students will use comprehension strategies while reading, listening to, or viewing increasingly complex literary and informational texts.  T-H-RIPSI-U-1 - Students will understand that technology supports	<b>KOSSA Bus. Mgmt.</b>  AA 005 AB 012 AC 006 AC 010 AC 011 EB 017 EB 021  OA 006 OA 024 OA 025 AB 007 OB 001 OG 005	Students will:  1. The student analyzes the purpose of business insurance. a. Determines different types of insurance coverage needed for business. b. Assesses the effectiveness of insurance products in relation to cost.  2. The student analyzes the risk involved in product liability. a. Investigates product liability and punitive damages cases in the	Health insurance  Life insurance  Expenses  Employee  Employer  Term insurance  Indemnify  Insurer  Insured	<b>Cooperative Groups:</b> Students will be divided into groups and each group will do a research project on a type of insurance (life, automobile, health, and business). Each group will present they knowledge through a visual presentation.  <b>Technology:</b> Powerpoints (lecture), Internet research  <b>Comparing, Classifying, Creating Metaphors/analogies:</b> Have 2-3 Insurance Agents come to class and present their insurance company to the	Quizzes (F)  Unit Exam (S)  Group Project (S)  Discussion (F)  Note taking (F)  Insurance Company Essay (S)	

<p>critical thinking skills used in inquiry/problem solving to make informed decisions for independent learning.</p> <p>T-H-RIPSI-U-2 - Students will understand that technology can assist in researching, analyzing and evaluating information obtained from a variety of sources to answer an essential question across all content areas.</p> <p>SS-H-E-S-4 - Students will describe relationships between and among markets (e.g., local, national, global) and exchange of goods and services:</p> <p>a) explain factors that influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers; demand—income, utility, price of similar products, consumers' preferences)</p> <p>b) describe how financial and non-financial incentives influence</p>	<p>OB 006  <b>NBEA</b>  I B2  VI B24  VII E1  VII E2  VII E3  VIII B7  <b>NCSEE</b>  <b>B 22</b>  C 16  N 1 – N 21</p>	<p>business environment.</p> <p>b. Determines business insurance needs and ways to limit losses stemming from product liability.</p> <p>c. Evaluates the effect of lawsuits involving product liability and punitive damages.</p> <p>3. The student analyzes automobile insurance.</p> <p>a. Evaluates different types of automobile insurance coverage, including riders and endorsements.</p> <p>b. Determines the effect of various factors on insurance rates.</p> <p>c. Examines ways to reduce the cost of insurance.</p> <p>d. Identifies reasons for policy cancellation.</p> <p>4. The student analyzes business property insurance.</p> <p>a. Describes coverage common to most policies and explains how the amount needed is determined.</p> <p>b. Describes special coverage available.</p> <p>c. Explains variances in rates and determines how to obtain the best rates.</p> <p>d. Compares the difference between replacement and value coverage.</p> <p>e. Examines types of business property coverage.</p> <p>f. Explains how to inventory and document all business property and how to use riders and endorsements to cover specific needs.</p> <p>g. Assesses the need for</p>	<p>Policy</p> <p>Face value</p> <p>Premium</p> <p>Risk</p> <p>Whole life insurance</p> <p>Endowment life insurance</p> <p>Fire insurance</p> <p>Flood insurance</p> <p>Casualty insurance</p> <p>Social insurance</p> <p>Marine insurance</p> <p>Fidelity and surety bonding insurance</p> <p>Insurable interests</p> <p>Property insurance</p> <p>Liability insurance</p> <p>Automobile insurance</p> <p>Uninsured</p> <p>Underinsured</p> <p>No-fault insurance</p> <p>Beneficiaries</p>	<p>students. The students will be asked to compare and contrast the different companies and decide which one is best for their “company.” They will have to write a reasoning essay for their decision.</p> <p><b>Note Taking:</b> Lecture, book work.</p>		
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<p>individuals differently (e.g., discounts, sales promotions, trends, personal convictions)</p> <p>c) explain or model cause-effect relationships between the level of competition in a market and the number of buyers and sellers</p>		<p>umbrella and excess liability coverage.</p> <p>h. Identifies reasons for policy cancellation.</p> <p>5. The student analyzes health/medical and life insurance.</p> <p>a. Identifies basic types of coverage offered by health and life insurance companies.</p> <p>b. Defines the responsibility of insured for co-pay, deductible, and non-covered medical expenses.</p> <p>c. Determines variables to consider when naming beneficiaries.</p> <p>d. Determines insurability and identifies reasons for policy cancellation.</p> <p>e. Explains variances in rates and determines how to obtain the best rates.</p> <p>f. Compares and contrasts the services and the cost of employee health/medical and life insurance plans available for businesses.</p> <p>6. The student analyzes unemployment insurance.</p> <p>a. Defines unemployment compensation insurance.</p> <p>b. Explains how state and federal legislation affect unemployment compensation.</p> <p>c. Explains the financial obligation of the employer as it pertains to unemployment compensation insurance.</p> <p>7. The student analyzes disability insurance.</p> <p>a. Explains disability</p>	<p>Unemployment insurance</p> <p>Disability insurance</p> <p>Insurance fraud</p> <p>Policy holder</p> <p>Co-pay</p> <p>Deductible</p>			
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		<p>coverage.</p> <p>b. Describes disabling conditions that qualify for benefits.</p> <p>c. Explains variances in rates and determines how to obtain the best rates.</p> <p>d. Explains the role of workers compensation insurance and its benefits to policyholders.</p> <p>e. Evaluates the role of Social Security in providing disability benefits.</p> <p>8. The student analyzes insurance ethics and insurance fraud.</p> <p>a. Examines state insurance laws and describes ethical issues facing the insurance industry.</p> <p>b. Lists different types of insurance fraud and explains how fraud affects policyholders.</p>				

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## **PROGRAM CONCENTRATION: Business & Computer Science**

### **CAREER PATHWAY: Small Business Development**

#### **COURSE TITLE: Entrepreneurial Ventures**

Entrepreneurial Ventures is the third course in the Small Business Development Career Pathway. This course concentrates on the management skills necessary for successful business operation. Students will study management strategies for developing and implementing business plans; structuring the organization; financing the organization; and managing information, operations, marketing and human resources. International business principles are infused in the standards for Entrepreneurial Ventures. An integral component of the Entrepreneurial Ventures course is a school-based or community-based entrepreneurial venture that will engage students in the creation and management of a business and the challenges of being a small business owner. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.

#### **Economics**

*The following Economics standards will be taught as written in the Social Studies Economics standards.*

*SSEMI2 The student will explain how the Law of Demand, the Law of Supply, prices and profits work to determine production and distribution in a market economy.*

- a. define the Law of Supply and the Law of Demand*
- b. describe the role of buyers and sellers in determining market clearing price*
- c. illustrate on a graph how supply and demand determine equilibrium price and quantity*
- d. explain how prices serve as incentives in a market economy*

*SSEF6 The student will explain how productivity, economic growth and future standards of living are influenced by investment in factories, machinery, new technology and the health, education and training of people.*

- a. define productivity as the relationship of inputs to outputs*
- b. give illustrations of investment in equipment and technology and explain their relationship to economic growth*
- c. give examples of how investment in education can lead to a higher standard of living*
- d. describe the concept of price*

*SSEMI4 The student will explain the organization and role of business, and analyze the four types of market structures in the U.S. economy*

- a. compare and contrast three forms of business organization—sole proprietorship, partnership, and corporation.*
- b. explain the role of profit as an incentive for entrepreneurs*
- c. identify the basic characteristics of monopoly, oligopoly, monopolistic competition and pure competition.*

*SSEIN1 The student will explain why individuals, businesses and governments trade goods and services.*

- a. define and distinguish between absolute advantage and comparative advantage*
- b. explain that most trade takes place because of comparative advantage in the production of a good or service.*

*SSEIN2 The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade*

- a. define trade barriers as tariffs, quotas, embargoes, standards and subsidies*
- b. identify costs and benefits of trade barriers over time.*
- c. list specific examples of trade barriers*

**BCS-EV-5: The student applies the fundamentals of international trade.**

- a. Differentiates between exports and imports.
- b. Illustrates the benefits and risks of international trade.
- c. Investigates international trade opportunities.
- d. Evaluates reasons for expanding a business internationally.
- e. Discusses exchange rates.
- f. Explains international trade policies and the United States' role in the global economy.

**Academic standards:**

*MM4P4. Students will make connections among mathematical ideas and to other disciplines.*

*MM4P5. Students will represent mathematics in multiple ways.*

## **Functions of Management**

**BCS-EV-6: The student applies the planning function of management.**

- a. Develops a vision and mission statement.
- b. Develops short-term and long-term goals for a business.
- c. Develops performance standards for a business.
- d. Describes the use of SWOT (strengths, weaknesses, opportunity, threats) analysis in strategic planning.
- e. Analyzes potential challenges for planning for a business internationally.

**L-BCS-EV 6f** *Cite management challenges facing contemporary managers*

**BCS-EV-7: The student applies organizing as a function of management.**

- a. Describes how the organization provides for accountability through authority and responsibility.
- b. Explains how the organizing function relates to using various resources to accomplish strategic goals.
- c. Develops an organization chart for a business.

**BCS-EV-8: The student applies the role of directing or leading as a function of management.**

- a. Relates theories of motivation to the directing function.
- b. Assesses how individual needs and motivation impact management styles.
- c. Analyzes the management skills necessary for directing at various management levels.
- d. Analyzes cultural diversity's effect on the directing function.

**BCS-EV-9: The student applies controlling and evaluation together as a function of management.**

- a. Applies the controlling strategy to a variety of cases and situations.

- b. Measures performance and compares it with established standards.
- c. Determines alternative actions (i.e., changing goals or strategies) when goals are not being met.
- d. Discusses the challenges of evaluating and controlling consistently with national standards when operating internationally.

## **Organizational Structures**

**BCS-EV-10: The student determines appropriate organizational structures for various business models.**

- a. Identifies levels of staff and management.
- b. Differentiates between flat and tall organizational structures.
- c. Identifies what factors determine the type of organizational structure a business needs (i.e., size, environment, technology).
- d. Describes the overall organizational strategies that companies are using for international business activities.

**BCS-EV-11: The student analyzes the interrelationships of organizational models.**

- a. Interprets organization charts and determines the need for modifications.
- b. Analyzes line vs. staff departments and the authority relationship between them.

## **Financial Management**

**BCS-EV-12: The student creates a budget and uses the budget to guide management decisions.**

- a. Identifies the steps in preparing and revising a budget, including all cash in- flows and out-flows.
- b. Develops plans to control and/or reduce business expenses.

**BCS-EV-13: The student analyzes financial issues that are related to doing business with other countries.**

- a. Calculates foreign exchange rates and explain how currency exchange rates affect companies.
- b. Identifies potential problems of conducting business with in foreign currencies.
- c. Describes how economic conditions, balance of payment situations, and political issues affect currency values.
- d. Describes the mechanics, terminology, conditions, and terms of letters of credit and other documents.
- e. Determines the appropriate form of payment for given international trade situations.

### ***Academic standards:***

*SSEMI3 The student will explain how markets, prices and competition influence economic behavior.*

*SSEIN1 The student will explain why individuals, businesses and governments trade goods and services.*

*MM4P3. Students will communicate mathematically.*

**BCS-EV-14: The student identifies the elements needed to develop a financial plan and to obtain business financing.**

- a. Researches and identifies components for a new business financial plan.
- b. Creates a financial plan for a specific business.
- c. Determines and compiles the information needed to obtain financing.

### ***Academic standard:***



*ELA12W3 The student uses research and technology to support writing.*

**BCS-EV-15: The student determines the financial strength of a business.**

- a. Analyzes an income statement to determine the needs of the business for upcoming fiscal periods.
- b. Prepares a statement of net worth and explains the different sections of the statement of net worth.
- c. Analyzes a statement of net worth to determine the needs of the business for upcoming fiscal periods.
- d. Explains profitability and how companies determine break-even analysis.
- e. Calculates financial ratios, such as a current ratio, quick ratio, and average collection ratio, for a given set of financial data.
- f. Examines indicators that aid in forecasting business trends.

**L-BCS-EV-15g** *Collect financial forms needed for a business*

**Academic standards:**

*MM4P1. Students will solve problems (using appropriate technology).*

*MM4P4. Students will make connections among mathematical ideas and to other disciplines.*

*MM4P5. Students will represent mathematics in multiple ways.*

## **Information Management**

**BCS-EV-16: The student demonstrates an understanding of information management concepts and how they support effective business operations.**

- a. Explains the role of and justification for information management.
- b. Describes the nature of business records.
- c. Explains the business and legal benefits of a records management/retention system.
- d. Explains how a records management program is established.
- e. Describes the steps in planning and implementing a records management system.

**BCS-EV-17: The student demonstrates an understanding of what constitutes vital records and how they differ from important and useful records.**

- a. Describes how/which records are determined to be vital.
- b. Explains how vital records are different from important and useful records.
- c. Identifies guidelines for developing a vital records management system.
- d. Describes techniques for protecting both vital electronic and hard-copy records.
- e. Describes a process for disaster recovery of both vital and important/useful records.

**BCS-EV-18: The student demonstrates an understanding of the filing classification system and equipment.**

- a. Determines the objectives of a filing system.
- b. Describes the purpose and characteristics of different classification systems (alphabetic, alphanumeric, numeric, subject).
- c. Describes factors to consider in selection of materials to house records.

**BCS-EV-19: The student demonstrates an understanding of electronic records management.**

- a. Chooses and evaluates records management software and its use.
- b. Describes bar code technology and its use.
- c. Describes the advantages and disadvantages of the use of micrographics or

electronic imaging in records/information management.

**BCS-EV-20: The student demonstrates an understanding of the purpose of a records center.**

- a. Identifies various records storage space-numbering systems.
- b. Compares an in-house records center as compared with a commercial facility.
- c. Defines and explains archives management.

## **Operations Management**

**BCS-EV-21: The student develops organizational skills to improve efficiency.**

- a. Applies time management principles.
- b. Develops and manages project plans.
- c. Describes the way technology affects operations management.

**BCS-EV-22: The student implements expense control strategies to enhance the financial well being of a business.**

- a. Explains the nature of overhead/operating costs.
- b. Develops expense control plans.

### **L-BCS-EV -22**

- a. Discuss the advantages/disadvantages of buying or renting a particular building.*
- b. Identify trend in business site location*
- c. Identify the factors important to the interior and exterior of the business*
- d. Explain the impact of design factors on business image and enhanced success*

**BCS-EV-23: The student performs activities to facilitate ongoing business operations.**

- a. Identifies methods of inventory control for business assets.
- b. Identifies resources to maintain product/service projects.
- c. Identifies routine activities for maintaining business facilities and equipment.

***L-BCS-EV 23c Define terms associated with financial reports and inventory control systems.***

## **Human Resource Management**

**BCS-EV-24: The student describes the role and function of a human resource unit in an organization.**

- a. Identifies the activities of a human resource unit.
- b. Analyzes how human resource activities help organizations achieve their goals.
- c. Explains the nature of wage and benefit programs.
- d. Develops compensation plan/incentive systems.
- e. Examines the role of legislation affecting the recruitment and selection process (i.e., affirmative action, right to privacy, and Americans with Disabilities Act) has on the workplace.
- f. Describes ethics in personnel issues.

**BCS-EV-25: The student utilizes techniques to staff a unit within an organization.**

- a. Examines methods of conducting a needs analysis to determine human resource requirements.
- b. Develops job descriptions.
- c. Identifies recruitment resources.
- d. Identifies selection tools and determines why they are used (i.e., interview, tests, and reference checks).

- e. Develops an employee recruitment plan.
- f. Screens job applications and resumes.
- g. Plans and conducts job interviews.
- h. Determines and applies appropriate selection criteria for new hires.
- i. Develops strategies for determining and negotiating salaries and benefits.
- j. Determines and applies strategies for terminating employees.

**BCS-EV-26: The student integrates training and development strategies to increase productivity and employee satisfaction.**

- a. Explains why orientation and training are needed for successful employee performance.
- b. Identifies and implements appropriate orientation activities and training programs.
- c. Discusses the relationship of lifelong learning to professional development.
- d. Explains why professional development is a shared responsibility between a business and an employee.

- e. Assesses the benefits of other forms of employee development such as mentoring, workshops, conferences, course work, and professional associations.

**Academic standard:**

*SSEF6 The student will explain how productivity, economic growth and future standards of living are influenced by investment in factories, machinery, new technology and the health, education and training of people.*

**BCS-EV-27: The student analyzes the importance of employee evaluations.**

- a. Explains why and how employees are evaluated.
- b. Analyzes the evaluation process based on existing legislation.
- c. Assesses employee performance and provides appropriate feedback.
- d. Assesses the consequences of positive or negative performance appraisals.
- e. Identifies and implements a remedial action plan with employee.

**BCS-EV-28: The student creates a culture that fosters good employee morale resulting in employee retention.**

- a. Develops and implements an employee reward system.
- b. Develops a plan for handling employee grievances.
- c. Identifies compensation plans, benefit packages, and incentive programs available to employees.
- d. Describes policies and procedures used to determine compensation (i.e., company performance, benchmarking, profit sharing, and gain sharing).
- e. Establishes criteria for promotion decisions.
- f. Describes the advantages and disadvantages of internal promotion versus external hiring.

**BCS-EV-29: The student describes separation, termination, and transition strategies.**

- a. Defines and discusses the concept of rightsizing.
- b. Discusses how internal and external factors affect rightsizing.
- c. Discusses an organization's responsibility to provide retraining programs and severance packages for displaced or transitioning employees.
- d. Describes programs available to assist employees in transition.
- e. Describes the legal implications relating to termination and transition decisions.

**BCS-EV-30: The student investigates the concept of labor relations.**

- a. Describes the common elements of a labor contract.
- b. Outlines the procedures involved in the grievance process.
- c. Discusses the role of human resource personnel in the collective-bargaining process.

## **Marketing Management**

**BCS-EV-31: The student analyzes the impact and influence of external factors on marketing.**

- a. Identifies broad economic indicators and their impact on marketing.
- b. Identifies specific laws and regulations and their relationship to marketing decisions.
- c. Analyzes the effects of marketing regulations and laws on specific industries.
- d. Defines social and cultural environments and the ways they impact marketing.
- e. Assesses the impact of technological change on marketing.

**Academic standard:**

*SSEF5 The student will describe the roles of government in a market economy.*

**BCS-EV-32: The student analyzes the role of marketing research in constructing a small business management model.**

- a. Identifies the reasons for conducting research.
- b. Explains the methods of market research, including an evaluation of the main research techniques.
- c. Evaluates the role of market research in making business decisions.
- d. Explains ways in which marketing plans are formulated in order to achieve organizational objectives.
- e. Describes uses of research findings for global business decisions.

**BCS-EV-33: The student develops a plan to identify, reach and retain customers in a specific target market.**

- a. Determines the wants and needs of specific consumers.
- b. Defines market segmentation.
- c. Defines the concept of market share.
- d. Discusses the importance of responding to customer concerns.
- e. Discusses the impact of competition on keeping/increasing market share.
- f. Describes what a company must consider when marketing a product or service in other countries.

**BCS-EV-34: The student evaluates and applies elements of the marketing mix.**

- a. Selects a product to meet a specific want or need.
- b. Discusses the relationship between cost and price.
- c. Discusses factors that affect a product/service price.
- d. Prices a product to yield a profit.
- e. Explains the importance of location for a business.
- f. Selects the appropriate location for a business.
- g. Discusses appropriate and effective promotional activities for a given product.
- h. Describes how marketing mix elements need to be adapted for international marketing efforts.

**Academic standards:**

*MM4P4. Students will make connections among mathematical ideas and to other disciplines.*

*SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.*

*SSEMI3 The student will explain how markets, prices and competition influence economic behavior.*

## **Business Plan Development and Implementation**

### **BCS-EV-35: The student conducts a needs assessment for a business.**

- a. Identifies customer needs.
- b. Analyzes the competitive environment.

#### **Academic standard:**

*SSEMI2 The student will explain how the Law of Demand, the Law of Supply, prices and profits work to determine production and distribution in a market economy.*

### **B-EV-36: The student plans the product or service for a business.**

- a. Selects the product or service.
- b. Conducts market research.
- c. Identifies resources, mentors, and professional advisors for the business.

#### **Academic standard:**

*SSEMI2 The student will explain how the Law of Demand, the Law of Supply, prices and profits work to determine production and distribution in a market economy.*

### **BCS-EV-37: The student prepares a marketing strategy.**

- a. Selects target market.
- b. Determines price.
- c. Selects distribution methods.
- d. Develops a promotional campaign.
- e. Adapts a promotional campaign for a foreign market.

#### **Academic standards:**

*MM4P1. Students will solve problems (using appropriate technology).*

*MM4P4. Students will make connections among mathematical ideas and to other disciplines.*

### **BCS-EV-38: The student prepares the components of a business plan.**

- a. Writes an executive summary.
- b. Describes the business venture in a company overview.
- c. Determines company mission statement, goals and objectives.
- d. Describes the business environment and competition.
- e. Describes the company description and marketing strategy.
- f. Identifies financial considerations.

### **BCS-EV-39: The student develops the financial plan for a business.**

- a. Estimates expenses.
- b. Identifies break-even point.
- c. Sets profit goal.
- d. Identifies sources of capital.

#### **Academic standards:**

*MM4P1. Students will solve problems (using appropriate technology).*

*MM4P4. Students will make connections among mathematical ideas and to other disciplines.*

### **BCS-EV-40: The student plans production.**

- a. Identifies work tasks.
- b. Develops job descriptions.
- c. Establishes work flow.
- d. Develops quality-control procedures.

**BCS-EV-41: The student staffs the business.**

- a. Hires employees for actual or simulated business.
- b. Develops an employee-training plan for actual or simulated business.
- c. Trains employees for actual or simulated business.
- d. Evaluates staff for actual or simulated business.

**Academic standard:**

*SSEF6 The student will explain how productivity, economic growth and future standards of living are influenced by investment in factories, machinery, new technology and the health, education and training of people.*

**BCS-EV-42: The student operates the business.**

- a. Provides product or performs service.
- b. Implements marketing strategy.
- c. Maintains business records.

**BCS-EV-43: The student evaluates the business.**

- a. Evaluates all functions of the business.
- b. Allocates profit.

**Academic standards:**

*ELA12RC3 The student acquires new vocabulary in each content area and uses it correctly.*

*ELA12W3 The student uses research and technology to support writing.*

*ELA12RC4 The student establishes a context for information acquired by reading across subject area.*

*ELA12C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.*

*ELA12W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.*

*ELA12LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.*

**CTAE Foundation Skills**

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical

Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

**CTAE-FS-1 Technical Skills:** Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

**CTAE-FS-2 Academic Foundations:** Learners achieve state academic standards at or above grade level.

**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-4 Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.

**CTAE-FS-5 Information Technology Applications:** Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

**CTAE-FS-6 Systems:** Learners understand a variety of organizational structures and functions.

**CTAE-FS-7 Safety, Health and Environment:** Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-9 Ethics and Legal Responsibilities:** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

**CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

# NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

Teacher: \_\_\_\_\_ Course: Entrepreneurial Ventures Dates: \_\_\_\_\_

Name Of Unit: Economics

<p style="text-align: center;"><b>Core Content/ Program of Studies</b></p> <p>(What content students will know and what they will be able to do with it/skills.)</p>	<p style="text-align: center;"><b>Standards Alignment KOSSA, National Standards</b></p>	<p style="text-align: center;"><b>Objectives/Student Learning Outcomes</b></p>	<p style="text-align: center;"><b>Critical Content Vocabulary/ Key People</b></p>	<p style="text-align: center;"><b>Student Learning Activities</b></p> <p>Check all which apply and describe each in detail in the column below. Cooperative Groups__4__; Technology_4,5,7__; Comparing, Classifying, Creating Metaphors/Analogies__; Cues, Questions, &amp; Graphic Organizers_2__; Inquiry/Investigations __4,7__; Hands-on __3__; Summarizing &amp; Note Taking_1,2,5,7__; Role Play/Simulation_3,6__; Learning Centers__;; KWL _____</p>	<p style="text-align: center;"><b>Assessments</b></p> <p>(How student outcomes are measured – tools used to measure student learning outcomes) List all assessments below and identify each assessment as formative (F) or summative (S).</p>	<p style="text-align: center;"><b>Pacing Guide (Days)</b></p>
<p>SS-H-E-S-1- Students will demonstrate an understanding of the nature of limited resources and scarcity in the modern world (1500 A.D. to present) and the United States (Reconstruction to present):</p> <p style="padding-left: 20px;">a) explain how scarcity of resources necessitates choices at both the personal and societal levels, and explain the impact of those choices</p> <p style="padding-left: 20px;">b) explain how governments with limited budgets consider revenues, costs and opportunity when planning expenditures describe how economic institutions (e.g., corporations, labor unions, banks, stock markets, cooperatives, partnerships) help to deal with scarcity</p> <p>SS-H-E-S-2 - Students will compare and contrast economic systems (e.g., traditional, command, market, mixed), and evaluate their effectiveness in achieving broad social goals (e.g., freedom, efficiency, equity, security)</p>	<p><b>KOSSA Practical Application Skills</b> AB 002 AB 004 AB 005 AB 006 <b>NBEA</b> III A2 III A 3 <b>NCSEE</b> F 28 F 29</p>	<p><b>Students apply the fundamentals of international trade.</b></p> <p>a. Differentiate between exports and imports. b. Illustrate the benefits and risks of international trade. c. Investigate international trade opportunities. d. Evaluate reasons for expanding a business internationally e. Discuss exchange rates. f. Explain international trade policies and the United States’ role in the global economy.</p>	<p>Economics Supply and demand Scarcity Command economy Market economy Mixed economy Economic utility Entrepreneur Private ownership Profit motive Consumer sovereignty Competition Government regulation</p>	<p>1. Vocabulary – student will define the vocabulary words from the unit in their class notebook, using each word in a sentence. 2. Notetaking over lectures (e.g. Intro to Economics. International Business Practices, Exchange Rates and Their Impact on Both International Business and Local Economies, Is it THAT Important to Know Their Customs?, etc.) 3. Lemonade Stand – supply and demand activity and reflection paper. 4. Good Consumer Project - partners choose two products to analyze for this project. For each product they must purchase a name brand and a generic counterpart (A total of 4 items will be purchased at the grocery store). You and your partner must taste test the name brand and counterpart for each product. After taste testing, they must write a summary for <b>each</b> product stating what you discovered. Note: this is 2 summaries – one for each product. Each summary must have 3</p>	<p>1. Vocabulary check (F) 2. Test over lectures and vocabulary (S) 3. Lemonade Stand Reflection (S) 4. Good Consumer Project – rubric (S) 5. Article Review – rubric (S) 6. Role Play</p>	<p style="text-align: center;">20</p>



<p>SS-H-E-S-3 - Students will analyze free enterprise systems, and explain strategies for maximizing profits based on different roles in the economy (e.g., producers, entrepreneurs, workers, savers and investors)</p> <p>SS-H-E-S-4 - Students will describe relationships between and among markets (e.g., local, national, global) and exchange of goods and services:</p> <ul style="list-style-type: none"> <li>a) explain factors that influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers; demand—income, utility, price of similar products, consumers' preferences)</li> <li>b) describe how financial and non-financial incentives influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions)</li> <li>c) explain or model cause-effect relationships between the level of competition in a market and the number of buyers and sellers</li> <li>d) research laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) and analyze their purposes and effects in the United States and in the global marketplace</li> </ul> <p>SS-H-E-S-5 - Students will investigate the production, distribution, and consumption of goods and services:</p> <ul style="list-style-type: none"> <li>a) analyze changing relationships between and among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives), and examine the effects of those changing relationships on production, distribution and consumption in the United States</li> </ul>			<p>Security Equity Efficiency Stability Culture Customs</p>	<p>similarities between the products, 2 differences between the products and which 1 product you would buy and why. Bring enough of the products you choose (both name brand and its generic counterpart) for the class to taste test. Record the preferences of the class as they taste test. Then make your poster presentation to the class on your findings.</p> <p>5. Article Review – research via the Web and find a recent article on either outsourcing of jobs or international business. Do a 2 page article review using the Article Review Rubric as your guide.</p> <p>6. Role Play dealing with appropriate cultural customs in different countries. Students will be assigned in pairs or groups of 3, given scenarios in various countries , and asked to role play both inappropriate and appropriate behaviors/etiquette in the assigned scenarios. The class will be asked to reflect on each role play in the Entrepreneurial Ventures notebook.</p> <p>7. International Business Project – students are to assume that their company is considering expanding their business to another country. They are asked to conduct research on this country in regard to its culture and customs and present their findings to the marketing department at its next meeting. They will research their assigned country and will design and present either a PowerPoint presentation of a pamphlet or newsletter describing business practices from their company located in a different country and compare/contrast their results to the United States business practices. The International Business Project, an individual project, will be graded using the International Business Project rubric.</p>	<p>Reflection – notebook check (F)</p> <p>7. International Business Project – rubric (S)</p>	
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<p>b) describe how different factors (e.g., new knowledge, technological change, investments in capital goods and human capital/resources) have increased productivity in the world</p> <p>SS-H-E-S-6 - Students will explain results and issues related to interdependence of personal, national and international economic activities (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present):</p> <p>a) analyze how economies of nations around the world (e.g., China, India, Japan) affect and are affected by American economic policies</p> <p>EL-9-SLO-U-3 Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.</p> <p>T-H-ICP-S-C4 - Students will select and use appropriate technology to collect, analyze present information</p> <p>T-H-SESI-S-EI4 - Students will use legal and ethical practices when completing digital projects/schoolwork and credit all participants for their contribution to the work</p> <p>EL-12-WV-S-5 - Students will use print and electronic resources (e.g., word processing, dictionary) and apply knowledge of spelling rules to correct spelling in final drafts</p> <p>EL-12-WV-S-6 - Students will use print and electronic resources (e.g., word processing, dictionary) to adhere to standard guidelines for grammar, usage and mechanics</p>						
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Submitted on \_\_\_\_\_ (date) by \_\_\_\_\_ (teacher's signature).

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Follow-up conference on \_\_\_\_\_ (date); participants' signatures \_\_\_\_\_ and \_\_\_\_\_.

# NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

Teacher: \_\_\_\_\_

Course: Entrepreneurial Ventures

Dates: \_\_\_\_\_

Name Of Unit: Functions of Management

<p style="text-align: center;"><b>Core Content/ Program of Studies</b> (What content students will know and what they will be able to do with it/skills.)</p>	<p style="text-align: center;"><b>Standards Alignment KOSSA, National Standards</b></p>	<p style="text-align: center;"><b>Objectives/Student Learning Outcomes</b></p>	<p style="text-align: center;"><b>Critical Content Vocabulary/ Key People</b></p>	<p style="text-align: center;"><b>Student Learning Activities</b> Check all which apply and describe each in detail in the column below. Cooperative Groups_____ Technology__3__ Comparing, Classifying, Creating Metaphors/Analogies_____ Cues, Questions, &amp; Graphic Organizers_3, 4__ Inquiry/Investigations (generating and testing hypothesis)__5__ Hands-on _____ Summarizing &amp; Note Taking__1, 2__ Role Play/Simulation_____ Learning Centers_____ KWL _____</p>	<p style="text-align: center;"><b>Assessments</b> (How student outcomes are measured – tools used to measure student learning outcomes) List all assessments below and identify each assessment as formative (F) or summative (S).</p>	<p style="text-align: center;"><b>Pacing Guide (Days)</b></p>
<p>VS-H-ES-S-2 - Students will evaluate how employability skills are important to achieve success in the workplace by:</p> <p style="margin-left: 20px;">a) demonstrating leadership skills by participating in co/extra-curricular activities, home, school and community</p> <p style="margin-left: 20px;">b) analyzing the leadership qualities of a</p>	<p><b>KOSSA Practical Application Skills</b> AB 002 AB 004 AB 005 <b>NBEA</b> VII A1 VII A2 <b>NCSEE</b> B 01 B 04</p>	<p><b>The student applies the planning function of management.</b></p> <p>a. Develops a vision and mission statement.</p> <p>b. Develops short-term and long-term goals for a business.</p> <p>c. Develops performance standards for a business.</p> <p>d. Describes the use of SWOT (strengths, weaknesses, opportunity, threats) analysis in strategic planning.</p> <p>e. Analyzes potential challenges for planning for</p>	<p>Short-term goals Long-term goals Strategic planning International Trade Accountability Resources Organization chart Theories of motivation Management styles Cultural</p>	<ol style="list-style-type: none"> <li>1. Vocabulary—student will define the vocabulary words from the unit.</li> <li>2. Notetaking over lectures</li> <li>3. Introduce long-term business plan project. <ul style="list-style-type: none"> <li>• Have students develop mission statement, goals (short, medium, and long term) and a basic organizational structure of business.</li> <li>• Have students conduct a SWOT analysis of business</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Vocabulary Check (F)</li> <li>2. Test over lectures and vocabulary (S)</li> <li>3. Business Plan Project (S)</li> <li>4. Concept Map Rubric (S)</li> <li>5. One-Minute Manager Case Study Rubric (S)</li> </ol>	<p style="text-align: center;">15</p>

<p>successful person and explain how the qualities described are essential to successful employment in any career (e.g., self-directed, effective at time management, problem-solving skills, positive attitude)</p> <p>c) evaluating personal attitudes and work habits that support career retention and advancement</p> <p>d) describing consequences for actions when disobeying rules and routines at the workplace</p> <p>e) explaining the role of authority in school and the workplace explaining the importance of developing good work ethics/habits (e.g., initiative, time management, respect, self-discipline, problem-solving) that support career retention</p>		<p>a business internationally.</p> <p><b>The student applies organizing as a function of management.</b></p> <p>a. Describes how the organization provides for accountability through authority and responsibility.</p> <p>b. Explains how the organizing function relates to using various resources to accomplish strategic goals.</p> <p>c. Develops an organization chart for a business.</p> <p><b>The student applies the role of directing or leading as a function of management.</b></p> <p>a. Relates theories of motivation to the directing function.</p> <p>b. Assesses how individual needs and motivation impact management styles.</p> <p>c. Analyzes the management skills necessary for directing at various management levels.</p> <p>d. Analyzes cultural diversity's effect on the directing function.</p> <p><b>The student applies controlling and evaluation together as a function of management.</b></p> <p>a. Applies the controlling</p>	<p>diversity Controlling strategy</p>	<p>4. Have students create a concept map of various management styles with detailed descriptions of each</p> <p>5. Have students read “The One-Minute Manager” in class and discuss its merits or create discussion questions or case-study situations for the students to apply what they have learned</p>		
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<p>and advancement VS-H-FL-S-1 - Students will analyze financial management practice, including budgeting, banking (e.g., check writing, balancing a checking account), savings and investments (e.g., advantages and disadvantages of savings accounts, stocks, bonds, mutual funds, certificates of deposit, IRAs, 401Ks) and explain their importance in achieving short and long-term financial goals.</p>		<p>strategy to a variety of cases and situations. b. Measures performance and compares it with established standards. c. Determines alternative actions (i.e., changing goals or strategies) when goals are not being met. d. Discusses the challenges of evaluating and controlling consistently with national standards when operating internationally.</p>				
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Follow-up conference on \_\_\_\_\_ (date); participants' signatures \_\_\_\_\_ and \_\_\_\_\_.

# NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

Teacher: \_\_\_\_\_

Course: Entrepreneurial Ventures

Dates: \_\_\_\_\_

Name Of Unit: Organizational Structures

<b>Core Content/ Program of Studies</b> (What content students will know and what they will be able to do with it/skills.)	<b>Standards Alignment</b> <b>KOSSA, National Standards</b>	<b>Objectives/Student Learning Outcomes</b>	<b>Critical Content Vocabulary/ Key People</b>	<b>Student Learning Activities</b> Check all which apply and describe each in detail in the column below. Cooperative Groups____; Technology_3, 4____; Comparing, Classifying, Creating Metaphors/Analogies____; Cues, Questions, & Graphic Organizers____; Inquiry/Investigations (generating and testing hypothesis)____; Hands-on __3____; Summarizing & Note Taking_1, 2____; Role Play/Simulation____; Learning Centers____; KWL _____	<b>Assessments</b> (How student outcomes are measured – tools used to measure student learning outcomes) List all assessments below and identify each assessment as formative (F) or summative (S).	<b>Pacing Guide (Days)</b>
	<b>KOSSA Practical Application Skills</b> AB 002 AB 001 AB 005 OF 018 <b>NBEA</b> VII C3 <b>NCSEE</b> A 29	<b>The student determines appropriate organizational structures for various business models.</b> a. Identifies levels of staff and management. b. Differentiates between flat and tall organizational structures. c. Identifies what factors determine the type of organizational structure a business needs (i.e., size, environment, technology). d. Describes the overall organizational strategies that companies are using for	Staff levels Management levels Flat organizational structure Tall organizational structure Factors of organizational structure International business organizational strategies Organization charts	<ol style="list-style-type: none"> <li>1. Vocabulary—student will define the vocabulary words from the unit.</li> <li>2. Notetaking over lectures</li> <li>3. Analyze some sample organization charts and make suggestions as to changes that need to occur</li> <li>4. Write a letter to a friend discussing the difference in a line and staff department</li> </ol>	<ol style="list-style-type: none"> <li>1. Vocabulary Check (F)</li> <li>2. Test over lectures and vocabulary (S)</li> <li>3. Organization Chart Writing Rubric (S)</li> <li>4. Line/Staff Department Letter Rubric (S)</li> </ol>	10

		international business activities. <b>The student analyzes the interrelationships of organizational models.</b> a. Interprets organization charts and determines the need for modifications. b. Analyzes line vs. staff departments and the authority relationship between them.	Line departments Staff departments			
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# NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

Teacher: \_\_\_\_\_

Course: Entrepreneurial Ventures

Dates: \_\_\_\_\_

Name Of Unit: Financial Management

<p><b>Core Content/ Program of Studies</b> <small>(What content students will know and what they will be able to do with it/skills.)</small></p>	<p><b>Standards Alignment KOSSA, National Standards</b></p>	<p><b>Objectives/Student Learning Outcomes</b></p>	<p><b>Critical Content Vocabulary/ Key People</b></p>	<p><b>Student Learning Activities</b> Check all which apply and describe each in detail in the column below. Cooperative Groups_____; Technology_3____; Comparing, Classifying, Creating Metaphors/Analogies____; Cues, Questions, &amp; Graphic Organizers____; Inquiry/Investigations (generating and testing hypothesis)____; Hands-on _____; Summarizing &amp; Note Taking_1, 2____; Role Play/Simulation_3____; Learning Centers____; KWL _____</p>	<p><b>Assessments</b> <small>(How student outcomes are measured – tools used to measure student learning outcomes) List all assessments below and identify each assessment as formative (F) or summative (S).</small></p>	<p><b>Pacing Guide (Days)</b></p>
<p>SS-H-E-S-3 - Students will analyze free enterprise systems, and explain strategies for maximizing profits based on different roles in the economy (e.g., producers, entrepreneurs, workers, savers and investors) SS-H-E-S-4 - Students will describe relationships between and among markets (e.g., local,</p>	<p><b>KOSSA Practical Application Skills</b> AA 001 <b>NBEA</b> VI A1 VI A2 <b>NCSEE</b> I 02 I 06 I 07</p>	<p><b>The student creates a budget and uses the budget to guide management decisions.</b> a. Identifies the steps in preparing and revising a budget, including all cash in- flows and out-flows. b. Develops plans to control and/or reduce business expenses. <b>The student analyzes financial issues that are related to doing business with other countries.</b> a. Calculates foreign exchange rates and explain how currency exchange</p>	<p>Net worth Assets Liabilities Equity capital Debt-to-Equity Ratio Debt capital Collateral Loan sources Secured loans Cash flow Income statement Balance sheet Transaction</p>	<p>1. Vocabulary—student will define the vocabulary words from the unit. 2. Notetaking over lectures 3. Continue long-term business plan project.  <ul style="list-style-type: none"> <li>Have students determine the start-up costs for their small business. They also need to develop realistic financial projections for profit and revenue, both monthly for the first year and yearly over a</li> </ul> </p>	<p>1. Vocabulary Check (F) 2. Test over lectures and vocabulary (S) 3. Business Plan Project (S)</p>	<p style="text-align: center;">8</p>

<p>national, global) and exchange of goods and services:</p> <p>a) explain factors that influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers; demand—income, utility, price of similar products, consumers' preferences)</p> <p>b) describe how financial and non-financial incentives influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions)</p> <p>c) explain or model cause-effect relationships between the</p>		<p>rates affect companies.</p> <p>b. Identifies potential problems of conducting business with in foreign currencies.</p> <p>c. Describes how economic conditions, balance of payment situations, and political issues affect currency values.</p> <p>d. Describes the mechanics, terminology, conditions, and terms of letters of credit and other documents.</p> <p>e. Determines the appropriate form of payment for given international trade situations.</p> <p><b>The student identifies the elements needed to develop a financial plan and to obtain business financing.</b></p> <p>a. Researches and identifies components for a new business financial plan.</p> <p>b. Creates a financial plan for a specific business.</p> <p>c. Determines and compiles the information needed to obtain financing.</p> <p><b>The student determines the financial strength of a business.</b></p> <p>a. Analyzes an income statement to determine the needs of the business for upcoming fiscal periods.</p> <p>b. Prepares a statement of</p>	<p>Journal Account Payroll Types of payroll taxes Sales tax</p>	<p>five year time period.</p> <ul style="list-style-type: none"> <li>• They can use calculators found on the Small Business Administration website.</li> </ul>		
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<p>level of competition in a market and the number of buyers and sellers</p> <p><b>d)</b> research laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) and analyze their purposes and effects in the United States and in the global marketplace</p> <p><b>SS-H-E-S-5 -</b> Students will investigate the production, distribution, and consumption of goods and services:</p> <p><b>a)</b> analyze changing relationships between and among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price</p>		<p>net worth and explains the different sections of the statement of net worth.</p> <p>c. Analyzes a statement of net worth to determine the needs of the business for upcoming fiscal periods.</p> <p>d. Explains profitability and how companies determine break-even analysis.</p> <p>e. Calculates financial ratios, such as a current ratio, quick ratio, and average collection ratio, for a given set of financial data.</p> <p>f. Examines indicators that aid in forecasting business trends.</p>				
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<p>controls, subsidies, tax incentives), and examine the effects of those changing relationships on production, distribution and consumption in the United States</p> <p>b) describe how different factors (e.g., new knowledge, technological change, investments in capital goods and human capital/resources) have increased productivity in the world</p> <p>MA-HS-1.4.1 - Students will apply ratios, percents and proportional reasoning to solve real-world problems (e.g., those involving slope and rate, percent of increase and decrease) and will explain how</p>						
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<p>slope determines a rate of change in linear functions representing real-world problems.  EL-9-SLO-U-3  Students will understand that language usage is related to successful communication; language patterns and vocabulary transmit culture and affect meaning.  VS-H-FL-S-1 -  Students will analyze financial management practice, including budgeting, banking (e.g., check writing, balancing a checking account), savings and investments (e.g., advantages and disadvantages of savings accounts, stocks, bonds, mutual funds, certificates of deposit, IRAs, 401Ks) and explain their importance in achieving short and long-term financial goals</p>						
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Submitted on \_\_\_\_\_ (date) by \_\_\_\_\_ (teacher's signature).

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Follow-up conference on \_\_\_\_\_(date); participants' signatures \_\_\_\_\_ and \_\_\_\_\_.

# NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

Teacher: \_\_\_\_\_

Course: Entrepreneurial Ventures

Dates: \_\_\_\_\_

Name Of Unit: Information Management

<b>Core Content/ Program of Studies</b>  (What content students will know and what they will be able to do with it/skills.)	<b>Standards Alignment KOSSA, National Standards</b>	<b>Objectives/Student Learning Outcomes</b>	<b>Critical Content Vocabulary/ Key People</b>	<b>Student Learning Activities</b>  Check all which apply and describe each in detail in the column below.  Cooperative Groups_____; Technology__3, 4__; Comparing, Classifying, Creating Metaphors/Analogies____; Cues, Questions, & Graphic Organizers____; Inquiry/Investigations (generating and testing hypothesis)____; Hands-on __4__; Summarizing & Note Taking_1, 2__; Role Play/Simulation____; Learning Centers____; KWL _____	<b>Assessments</b>  (How student outcomes are measured – tools used to measure student learning outcomes) List all assessments below and identify each assessment as formative (F) or summative (S).	<b>Pacing Guide (Days)</b>
T-H-ICP-S-C4 - Students will select and use appropriate technology to collect, analyze present information T-H-SESI-S-EI4 - Students will use legal and ethical practices when completing digital projects/schoolwork and credit all participants for their contribution to the work EL-12-WV-S-5 - Students will use	<b>KOSSA Practical Application Skills</b> AB 004 OF OB <b>NBEA</b> VI A3 VI A 5 <b>NCSEE</b> E 004 E 007 E 0010	<b>The student demonstrates an understanding of information management concepts and how they support effective business operations.</b> a. Explains the role of and justification for information management. b. Describes the nature of business records. c. Explains the business and legal benefits of a records management/retention system. d. Explains how a records management program is	File Filter Record Records Management Alphabetic filing Numeric filing	1. Vocabulary—student will define the vocabulary words from the unit.  2. Notetaking over lectures  3. New Technology research project & presentation <ul style="list-style-type: none"> <li>• Ex: smart phones, web storage servers, encryption methods, etc.</li> </ul> 4. Information Management methods chart – students will create a chart listing the variety of methods for information management	1. Vocabulary Check (F)  2. Test over lectures and vocabulary (S)  3. Research Project Rubric (S)  4. Information Management Chart Rubric (S)	15

<p>print and electronic resources (e.g., word processing, dictionary) and apply knowledge of spelling rules to correct spelling in final drafts  EL-12-WV-S-6 - Students will use print and electronic resources (e.g., word processing, dictionary) to adhere to standard guidelines for grammar, usage and mechanics</p>		<p>established.  e. Describes the steps in planning and implementing a records management system.  <b>The student demonstrates an understanding of what constitutes vital records and how they differ from important and useful records.</b>  a. Describes how/which records are determined to be vital.  b. Explains how vital records are different from important and useful records.  c. Identifies guidelines for developing a vital records management system.  d. Describes techniques for protecting both vital electronic and hard-copy records.  e. Describes a process for disaster recovery of both vital and important/useful records.  <b>The student demonstrates an understanding of the filing classification system and equipment.</b>  a. Determines the objectives of a filing system.  b. Describes the purpose and characteristics of different classification systems (alphabetic, alphanumeric, numeric, subject).</p>		<p>explaining how the method works and the advantages and disadvantages of each method  Examples of methods to research:</p> <ul style="list-style-type: none"> <li>• alphabetic by author, topic or project area</li> <li>• alphabetic within topic or subject area</li> <li>• by stage of research - introduction, methodology, data collection ...</li> <li>• currency, or date retrieved</li> <li>• by running number</li> <li>• by unique code number</li> <li>• Paperless - electronic</li> </ul>		
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		<p>c. Describes factors to consider in selection of materials to house records.  <b>The student demonstrates an understanding of electronic records management.</b>  a. Chooses and evaluates records management software and its use.  b. Describes bar code technology and its use.  c. Describes the advantages and disadvantages of the use of micrographics or electronic imaging in records/information management.</p>				
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# NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

Teacher: \_\_\_\_\_

Course: \_\_\_Entrepreneurial Ventures \_\_\_\_\_

Dates: \_\_\_\_\_

Name Of Unit: \_\_\_Operations Management\_\_\_\_\_

<b>Core Content/ Program of Studies</b> (What content students will know and what they will be able to do with it/skills.)	<b>Standards Alignment KOSSA, National Standards</b>	<b>Objectives/Student Learning Outcomes</b>	<b>Critical Content Vocabulary/ Key People</b>	<b>Student Learning Activities</b> Check all which apply and describe each in detail in the column below. Cooperative Groups____; Technology__3, 4, 6__; Comparing, Classifying, Creating Metaphors/Analogies_5__; Cues, Questions, & Graphic Organizers__; Inquiry/Investigations (generating and testing hypothesis)____; Hands-on __4__; Summarizing & Note Taking_1, 2__; Role Play/Simulation____; Learning Centers__; KWL _____	<b>Assessments</b> (How student outcomes are measured – tools used to measure student learning outcomes) List all assessments below and identify each assessment as formative (F) or summative (S).	<b>Pacing Guide (Days)</b>
VS-H-FL-S-1 - Students will analyze financial management practice, including budgeting, banking (e.g., check writing, balancing a checking account), savings and investments (e.g., advantages and disadvantages of savings accounts, stocks, bonds, mutual funds, certificates of deposit, IRAs, 401Ks) and explain their importance in	<b>KOSSA Practical Application</b> AB 002 AB 005 OF 018 <b>NBEA</b> VII D1 VII D2 <b>NCSEE</b> M 01 M 08 M 09	<b>The student develops organizational skills to improve efficiency.</b> a. Applies time management principles. b. Develops and manages project plans. c. Describes the way technology affects operations management. <b>The student implements expense control strategies to enhance the financial well being of a business.</b> a. Explains the nature of overhead/operating costs. b. Develops expense control plans. <b>student performs activities to facilitate ongoing business</b>	Manager Management Organizational structure Authoritative management Democratic management Operations manual Perpetual inventory method Stock card Pont-of-sale software system Periodic inventory method Stock turnover rate Cash budget	<ol style="list-style-type: none"> <li>1. Vocabulary—student will define the vocabulary words from the unit.</li> <li>2. Notetaking over lectures</li> <li>3. Continue long-term business plan project:               <ul style="list-style-type: none"> <li>• Have students complete a section on inventory control (if they have a retail business) or scheduling (if they have a service business)</li> <li>• Have students devise a plan for maintaining and updating any equipment and facilities they may operate.</li> </ul> </li> <li>4. Time Management Activity – Steven Covey’s “First Things First” time management concepts               <ul style="list-style-type: none"> <li>• Have students divide up the book and create presentations to “teach” the class</li> <li>• Students should have a sponge activity, lesson w/ PowerPoint and class activity</li> </ul> </li> <li>5. Inventory Control Method chart – students research inventory control methods such as “just in time” and “first in first out” and create a chart briefly explaining each and listing the advantages and disadvantages of</li> </ol>	<ol style="list-style-type: none"> <li>1. Vocabulary Check (F)</li> <li>2. Test over lectures and vocabulary (S)</li> <li>3. Business Plan Project (S)</li> <li>4. “First Things First” Rubric (S)</li> <li>5. Inventory Control Methods Chart (S)</li> <li>6. Control Inventory Report Rubric (S)</li> </ol>	25

<p>achieving short and long-term financial goals  <b>VS-H-CT-S-2 -</b>          Students will evaluate the purpose of technology tools (e.g., satellite, automated phone systems, on-line courses, computer-aided drafting (CAD), graphing calculators, spreadsheets, databases, Internet, on-line banking) and multi-media (Internet, digital camera, teleconferencing, debit/credit cards) and analyze how these impact productivity in homes, schools and jobs</p>		<p><b>operations.</b>          a. Identifies methods of inventory control for business assets.          b. Identifies resources to maintain product/service projects.          c. Identifies routine activities for maintaining business facilities and equipment.</p>	<p>Gross sales          Net sales</p>	<p>each method</p> <p>6. Discuss how technology is improving the way businesses can track and control inventory – have students look up a company on the internet that sells inventory control technology – hardware, software or both and write a brief report or create a presentation for the class on the company’s products and innovations</p>		
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# NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

Teacher: \_\_\_\_\_

Course: \_\_\_Entrepreneurial Ventures\_\_\_\_\_

Dates: \_\_\_\_\_

Name Of Unit: \_\_\_\_\_Human Resource Management\_\_\_\_\_

<b>Core Content/ Program of Studies</b> (What content students will know and what they will be able to do with it/skills.)	<b>Standards Alignment KOSSA, National Standards</b>	<b>Objectives/Student Learning Outcomes</b>	<b>Critical Content Vocabulary/ Key People</b>	<b>Student Learning Activities</b> Check all which apply and describe each in detail in the column below. Cooperative Groups_____; Technology_3, 4____; Comparing, Classifying, Creating Metaphors/Analogies____; Cues, Questions, & Graphic Organizers____; Inquiry/Investigations (generating and testing hypothesis)____; Hands-on _____; Summarizing & Note Taking_1, 2____; Role Play/Simulation____3____; Learning Centers____; KWL _____	<b>Assessments</b> (How student outcomes are measured – tools used to measure student learning outcomes) List all assessments below and identify each assessment as formative (F) or summative (S).	<b>Pacing Guide (Days)</b>
SS-H-GC-S-1 - Students will demonstrate an understanding (e.g., illustrate, write, model, present, debate) of the nature of government: <b>a)</b> examine ways that democratic governments do or do not preserve and protect the rights and liberties	<b>KOSSA Practical Application Skills</b> AB 002 AB 005 OF 008 OF 018 <b>NBEA</b> VIII A4 VIII A6	<b>The student describes the role and function of a human resource unit in an organization.</b> a. Identifies the activities of a human resource unit. b. Analyzes how human resource activities help organizations achieve their goals. c. Explains the nature of wage and benefit programs. d. Develops compensation plan/incentive systems. e. Examines the role of legislation affecting the recruitment and selection process (i.e., affirmative	Staffing Job description Job analysis Chain of command Recruit Freelancers Interns Wages Salary Bonus Profit Sharing Commission Benefits Delegate	1. Vocabulary—student will define the vocabulary words from the unit. 2. Notetaking over lectures 3. Participate in a Mock Interview Activity 4. Help Wanted! Activity	1. Vocabulary Check (F) 2. Test over lectures and vocabulary (S) 3. Mock Interview Rubric (S) 4. Help Wanted Rubric (S)	15

<p>of their constituents (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution )</p> <p>b) evaluate the relationship between and among the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) and the needs, wants and demands of its citizens (e.g., individuals, political action committees,</p>		<p>action, right to privacy, and Americans with Disabilities Act) has on the workplace.</p> <p>f. Describes ethics in personnel issues.</p> <p><b>The student utilizes techniques to staff a unit within an organization.</b></p> <p>a. Examines methods of conducting a needs analysis to determine human resource requirements.</p> <p>b. Develops job descriptions.</p> <p>c. Identifies recruitment resources.</p> <p>d. Identifies selection tools and determines why they are used (i.e., interview, tests, and reference checks).</p> <p>e. Develops an employee recruitment plan.</p> <p>f. Screens job applications and resumes.</p> <p>g. Plans and conducts job interviews.</p> <p>h. Determines and applies appropriate selection criteria for new hires.</p> <p>i. Develops strategies for determining and negotiating salaries and benefits.</p> <p>j. Determines and applies strategies for terminating employees.</p> <p><b>The student integrates training and development strategies to increase productivity and employee satisfaction.</b></p> <p>a. Explains why orientation</p>	<p>Performance evaluation</p>			
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<p>special interest groups, political parties)</p> <p>SS-H-GC-S-4 - Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces)</p> <p>SS-H-GC-S-5 - Students will analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews,</p>		<p>and training are needed for successful employee performance.</p> <p>b. Identifies and implements appropriate orientation activities and training programs.</p> <p>c. Discusses the relationship of lifelong learning to professional development</p> <p>d. Explains why professional development is a shared responsibility between a business and an employee.</p> <p>e. Assesses the benefits of other forms of employee development such as mentoring, workshops, conferences, course work, and professional associations.</p> <p><b>The student analyzes the importance of employee evaluations.</b></p> <p>a. Explains why and how employees are evaluated.</p> <p>b. Analyzes the evaluation process based on existing legislation.</p> <p>c. Assesses employee performance and provides appropriate feedback.</p> <p>d. Assesses the consequences of positive or negative performance appraisals.</p> <p>e. Identifies and implements a remedial action plan with employee.</p> <p><b>The student creates a</b></p>				
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<p>Internet, film, media) to research issues, perspectives and solutions to problems  VS-H-CT-S-3 - Students will explain how communication and technological skills are used to seek, obtain and change jobs/careers by:</p> <p>a) examining effective speaking and listening skills used in a job interview  applying skills used to seek, obtain, maintain, and change jobs/careers and transition to postsecondary opportunities: conducting a job search, writing letters, completing an application, securing a letter of reference, preparing a résumé,</p>		<p><b>culture that fosters good employee morale resulting in employee retention.</b></p> <p>a. Develops and implements an employee reward system.  b. Develops a plan for handling employee grievances.  c. Identifies compensation plans, benefit packages, and incentive programs available to employees.  d. Describes policies and procedures used to determine compensation (i.e., company performance, benchmarking, profit sharing, and gain sharing).  e. Establishes criteria for promotion decisions.  f. Describes the advantages and disadvantages of internal promotion versus external hiring.</p> <p><b>The student describes separation, termination, and transition strategies.</b></p> <p>a. Defines and discusses the concept of rightsizing.  b. Discusses how internal and external factors affect rightsizing.  c. Discusses an organization's responsibility to provide retraining programs and severance packages for displaced or transitioning employees.  d. Describes programs</p>				
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<p>applying interview techniques, and using proper procedures when changing jobs</p>		<p>available to assist employees in transition.  e. Describes the legal implications relating to termination and transition decisions.  <b>The student investigates the concept of labor relations.</b>  a. Describes the common elements of a labor contract.  b. Outlines the procedures involved in the grievance process.  c. Discusses the role of human resource personnel in the collective-bargaining process.</p>				
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# NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

Teacher: \_\_\_\_\_

Course: \_\_\_Entrepreneurial Ventures\_\_\_\_\_

Dates: \_\_\_\_\_

Name Of Unit: \_\_\_\_\_Marketing Management\_\_\_\_\_

<p><b>Core Content/ Program of Studies</b> <small>(What content students will know and what they will be able to do with it/skills.)</small></p>	<p><b>Standards Alignment KOSSA, National Standards</b></p>	<p><b>Objectives/Student Learning Outcomes</b></p>	<p><b>Critical Content Vocabulary/ Key People</b></p>	<p><b>Student Learning Activities</b> Check all which apply and describe each in detail in the column below. Cooperative Groups__3__; Technology__3, 4__; Comparing, Classifying, Creating Metaphors/Analogies__; Cues, Questions, &amp; Graphic Organizers__; Inquiry/Investigations (generating and testing hypothesis)____; Hands-on ____; Summarizing &amp; Note Taking_1, 2__; Role Play/Simulation__3__; Learning Centers__; KWL _____</p>	<p><b>Assessments</b> <small>(How student outcomes are measured – tools used to measure student learning outcomes) List all assessments below and identify each assessment as formative (F) or summative (S).</small></p>	<p><b>Pacing Guide (Days)</b></p>
<p>SS-H-E-S-3 - Students will analyze free enterprise systems, and explain strategies for maximizing profits based on different roles in the economy (e.g., producers, entrepreneurs, workers, savers and investors) SS-H-E-S-4 - Students will describe relationships between and among markets (e.g., local,</p>	<p><b>KOSSA Practical Application Skills</b> AB 004 OF 018 <b>NBEA</b> IV B2 IV B3 <b>NCSEE</b> L22 L 35 L 36</p>	<p><b>The student analyzes the impact and influence of external factors on marketing.</b> a. Identifies broad economic indicators and their impact on marketing. b. Identifies specific laws and regulations and their relationship to marketing decisions. c. Analyzes the effects of marketing regulations and laws on specific industries. d. Defines social and cultural environments and the ways they impact marketing.</p>	<p>Marketing Marketing concept Marketing mix Marketing strategy Marketing plan Product mix Branding Positioning Return on investment Market share Demand-based pricing</p>	<p>1. Vocabulary—student will define the vocabulary words from the unit. 2. Notetaking over lecture 3. Students will research pricing strategies, consumer behavior, and external pricing forces through the material and websites provided. Then students will be assigned groups to creatively teach their peers these concepts. There are six projects for the entrepreneurs to use their creativity and</p>	<p>1. Vocabulary Check (F) 2. Test over lectures and vocabulary (S) 3. Pricing Strategy Rubric (S) 4. Promotional Mix Rubric (S)</p>	<p style="text-align: center;">15</p>

<p>national, global) and exchange of goods and services:</p> <p>a) explain factors that influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers; demand— income, utility, price of similar products, consumers' preferences)</p> <p>b) describe how financial and non-financial incentives influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions)</p> <p>c) explain or model cause-effect relationships between the</p>		<p>e. Assesses the impact of technological change on marketing.</p> <p><b>The student analyzes the role of marketing research in constructing a small business management model.</b></p> <p>a. Identifies the reasons for conducting research.</p> <p>b. Explains the methods of market research, including an evaluation of the main research techniques.</p> <p>c. Evaluates the role of market research in making business decisions.</p> <p>d. Explains ways in which marketing plans are formulated in order to achieve organizational objectives.</p> <p>e. Describes uses of research findings for global business decisions.</p> <p><b>The student develops a plan to identify, reach and retain customers in a specific target market.</b></p> <p>a. Determines the wants and needs of specific consumers.</p> <p>b. Defines market segmentation.</p> <p>c. Defines the concept of market share.</p> <p>d. Discusses the importance of responding to customer concerns.</p> <p>e. Discusses the impact of competition on keeping/increasing market</p>	<p>Cost-based pricing          Competition based pricing          Psychological pricing          Discount pricing          Target market          Market segments          Customer profile          Demographics          Market research          Primary data          Survey          Focus group          Competitive analysis</p>	<p>communication skills to teach the objectives. The first three projects are teaching the concepts. The last three projects are application and analysis of the concepts in real world situations. The projects are: Rewrite the Three Little Pigs and perform a play, develop a Jeopardy game for the class to play, write and perform a country western song, hold a consumer activists seminar on being a smarter consumer, debate the gas prices, and holding a town hall meeting on the pros and cons of Wal-Mart based on their pricing strategies and its effects on other community businesses.</p> <p>4. Promotional Mix Handout</p>		
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<p>level of competition in a market and the number of buyers and sellers</p> <p><b>d)</b> research laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) and analyze their purposes and effects in the United States and in the global marketplace</p> <p><b>SS-H-E-S-5 -</b> Students will investigate the production, distribution, and consumption of goods and services:</p> <p><b>a)</b> analyze changing relationships between and among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price</p>		<p>share.</p> <p>f. Describes what a company must consider when marketing a product or service in other countries.</p> <p><b>The student evaluates and applies elements of the marketing mix.</b></p> <p>a. Selects a product to meet a specific want or need.</p> <p>b. Discusses the relationship between cost and price.</p> <p>c. Discusses factors that affect a product/service price.</p> <p>d. Prices a product to yield a profit.</p> <p>e. Explains the importance of location for a business.</p> <p>f. Selects the appropriate location for a business.</p> <p>g. Discusses appropriate and effective promotional activities for a given product.</p> <p>h. Describes how marketing mix elements need to be adapted for international marketing efforts.</p>				
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<p>controls, subsidies, tax incentives), and examine the effects of those changing relationships on production, distribution and consumption in the United States</p> <p><b>b)</b> describe how different factors (e.g., new knowledge, technological change, investments in capital goods and human capital/resources) have increased productivity in the world</p>						
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Submitted on \_\_\_\_\_ (date) by \_\_\_\_\_ (teacher's signature).

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Returned to teacher on \_\_\_\_\_ (date) by \_\_\_\_\_ (reviewer's signature).

Follow-up conference on \_\_\_\_\_ (date); participants' signatures \_\_\_\_\_ and \_\_\_\_\_.

# NICHOLAS COUNTY HIGH SCHOOL INSTRUCTIONAL UNIT PLAN 2010-2011

Teacher: \_\_\_\_\_

Course: Entrepreneurial Ventures

Dates: \_\_\_\_\_

Name Of Unit: Business Plan Development and Implementation

<p style="text-align: center;"><b>Core Content/ Program of Studies</b> (What content students will know and what they will be able to do with it/skills.)</p>	<p style="text-align: center;"><b>Standards Alignment KOSSA, National Standards</b></p>	<p style="text-align: center;"><b>Objectives/Student Learning Outcomes</b></p>	<p style="text-align: center;"><b>Critical Content Vocabulary/ Key People</b></p>	<p style="text-align: center;"><b>Student Learning Activities</b> Check all which apply and describe each in detail in the column below. Cooperative Groups_____ Technology_3, 4____; Comparing, Classifying, Creating Metaphors/Analogies____; Cues, Questions, &amp; Graphic Organizers____; Inquiry/Investigations (generating and testing hypothesis)_5____; Hands-on _____; Summarizing &amp; Note Taking_1, 2____; Role Play/Simulation____; Learning Centers____; KWL _____</p>	<p style="text-align: center;"><b>Assessments</b> (How student outcomes are measured – tools used to measure student learning outcomes) List all assessments below and identify each assessment as formative (F) or summative (S).</p>	<p style="text-align: center;"><b>Pacing Guide (Days)</b></p>
<p>WR-HS-1.1.3 -</p> <ul style="list-style-type: none"> <li>• Students will communicate as an informed writer to provide new insight through informing, persuading or analyzing.</li> <li>• Students will develop an effective angle to achieve a justifiable purpose.</li> <li>• Students will justify what the reader should know, do, or believe as a result of reading the piece.</li> </ul>	<p><b>KOSSA Practical Application Skills</b> AB 006 OF OB <b>NBEA</b> IX 1 IX 3 <b>NCSEE</b> O 15 A 16</p>	<p><b>The student conducts a needs assessment for a business.</b> a. Identifies customer needs. b. Analyzes the competitive environment. <b>The student plans the product or service for a business.</b> a. Selects the product or service. b. Conducts market research. c. Identifies resources, mentors, and professional advisors for the business.</p>	<p>Business plan Pro forma financial statement Cover letter Statement of purpose Executive summary Small Business Administration Small Business Development Centers</p>	<ol style="list-style-type: none"> <li>1. Vocabulary—Students will define the vocabulary terms from the unit</li> <li>2. Notetaking over lectures</li> <li>3. Give students the handout with instructions for “Interview an Entrepreneur” assignment. This project utilizes Microsoft Movie Maker. If you are not familiar with the software, it is very easy to use. There is a link on the instruction sheet that will</li> </ol>	<ol style="list-style-type: none"> <li>1. Vocabulary Check (F)</li> <li>2. Test over lectures and vocabulary (S)</li> <li>3. Interview an Entrepreneur Rubric (S)</li> <li>4. Entrepreneurial Resources Rubric (S)</li> <li>5. Research a Famous Entrepreneur Rubric (S)</li> </ol>	<p style="text-align: center;">15</p>

<ul style="list-style-type: none"> <li>• Students will apply characteristics of the selected form (e.g., letter, feature article, editorial, speech, analytical lab report, historical journal article, literary analysis) for an intentional effect.</li> <li>• Students will sustain a suitable tone.</li> <li>• Students will allow voice to emerge when appropriate.</li> </ul> <p>WR-HS-1.2.3 –</p> <ul style="list-style-type: none"> <li>• Students will communicate relevant information to clarify a specific purpose.</li> <li>• Students will develop a deliberate angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals).</li> <li>• Students will develop explanations to support the writer’s purpose.</li> <li>• Students will synthesize research to support ideas when appropriate.</li> <li>• Students will incorporate persuasive techniques when appropriate (e.g.,</li> </ul>		<p><b>The student prepares a marketing strategy.</b></p> <ol style="list-style-type: none"> <li>a. Selects target market.</li> <li>b. Determines price.</li> <li>c. Selects distribution methods.</li> <li>d. Develops a promotional campaign.</li> <li>e. Adapts a promotional campaign for a foreign market.</li> </ol> <p><b>The student prepares the components of a business plan.</b></p> <ol style="list-style-type: none"> <li>a. Writes an executive summary.</li> <li>b. Describes the business venture in a company overview.</li> <li>c. Determines company mission statement, goals and objectives.</li> <li>d. Describes the business environment and competition.</li> <li>e. Describes the company description and marketing strategy.</li> <li>f. Identifies financial considerations.</li> </ol> <p><b>The student develops the financial plan for a business.</b></p> <ol style="list-style-type: none"> <li>a. Estimates expenses.</li> <li>b. Identifies break-even point.</li> <li>c. Sets profit goal.</li> <li>d. Identifies sources of capital.</li> </ol> <p><b>The student plans production.</b></p> <ol style="list-style-type: none"> <li>a. Identifies work tasks.</li> </ol>	<p>Service Corps of Retired Executives Trade associations</p>	<p>take students through a tutorial for the software. The basics are very easy. It’s more exciting that Power Point. Students will also need the “Interview an Entrepreneur Movie Maker Project” handout to gather their information before beginning the project. The rubric is saved as “Microsoft Movie Maker Project Rubric”. I found this on the web and left the blanks for you to complete as you might change the requirements of this project.</p> <p>4. Students will use class time to gather as many resources for entrepreneurs as they can. Give students the handout “Entrepreneurial Resources Demo &amp; Instructions” for the assignment. If you do file sharing, you could give them the demo file in this lesson plan to continue from for the assignment. Microsoft Excel is the software of choice for this assignment. Entries to the spreadsheet will be links to the websites listed. This is a great</p>		
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<p>expert opinion, repetition, rhetorical question, logical/emotional/ethical appeal, allusion or propaganda techniques (e.g., testimonial, bandwagon, personal attacks) when appropriate.</p> <p>WR-HS-2.3.3</p> <ul style="list-style-type: none"> <li>• Students will establish a context for reading.</li> <li>• Students will apply the accepted format of the genre.</li> <li>• Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose.</li> <li>• Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details.</li> <li>• Students will apply effective paragraphing.</li> <li>• Students will incorporate text features (e.g.,</li> </ul>		<p>b. Develops job descriptions.  c. Establishes work flow.  d. Develops quality-control procedures.</p> <p><b>The student staffs the business.</b></p> <p>a. Hires employees for actual or simulated business.  b. Develops an employee-training plan for actual or simulated business.  c. Trains employees for actual or simulated business.  d. Evaluates staff for actual or simulated business.</p> <p><b>The student operates the business.</b></p> <p>a. Provides product or performs service.  b. Implements marketing strategy.  c. Maintains business records.</p> <p><b>The student evaluates the business.</b></p> <p>a. Evaluates all functions of the business.  b. Allocates profit.</p>		<p>way to categorize and organize frequently used web resources</p> <p>5. Students find out more about a famous entrepreneur. Give students the handout “Research a Famous Entrepreneur”. Students will use Microsoft Word to create a report of their findings. All instructions are on the handout. Make a sign up list and let them choose their own person to research, but only one person per entrepreneur. Make the list a first-come, first-serve basis. Be tough on grading the reports so that students will be careful in their writing.</p>		
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<p>subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate.</p> <ul style="list-style-type: none"><li>• Students will create effective conclusions.</li></ul> <p>EL-12-WV-S-5 - Students will use print and electronic resources (e.g., word processing, dictionary) and apply knowledge of spelling rules to correct spelling in final drafts.</p> <p>EL-12-WV-S-6 - Students will use print and electronic resources (e.g., word processing, dictionary) to adhere to standard guidelines for grammar, usage and mechanics.</p> <p>EL-11-FF-S-3 - Students will use a variety of reading strategies to understand vocabulary and texts.</p> <p>EL-11-IT-S-1 - Students will use comprehension strategies while reading, listening to, or viewing increasingly complex literary and informational texts.</p> <p>T-H-SESI-S-EI2 - Students will practice responsible, ethical and safe behavior (e.g., security, privacy,</p>						
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passwords, personal information virus protection and iSafe skills) while using technology and adhering to the Acceptable Use Policy (AUP) as well as other state and federal laws.						
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# **NBEA ENTREPRENEURSHIP STANDARDS FOR SECONDARY LEVEL**

## **I. Entrepreneurs and Entrepreneurial Opportunities**

Achievement Standard: Recognize that entrepreneurs possess unique characteristics and examine the role of innovation in entrepreneurial opportunities.

### **A. Role of the Entrepreneur in Business**

Level 2 Performance Expectations

1. Identify the reasons an individual would want to be an entrepreneur
2. Analyze the trade-offs between the roles of an entrepreneur and an employee

### **B. Characteristics of an Entrepreneur**

Level 2 Performance Expectations

1. Analyze the characteristics of successful entrepreneurs
2. Compare and contrast one's personal characteristics with those that are typical of an entrepreneur
3. Compare and contrast the risks and benefits of choosing to become an entrepreneur

### **C. Entrepreneurial Skills and Ethical Responsibilities**

Level 2 Performance Expectations

1. Select effective communication techniques for business scenarios
2. Communicate effectively in business activities
3. Demonstrate integrity in relationships, decisions, and communications using an ethical model
4. Define ethics and identify common ethical issues that entrepreneurs encounter
5. Demonstrate ethical behavior in small-group situations

### **D. Idea Generation through Innovation and Problem Solving**

Level 2 Performance Expectations

1. Describe opportunities/problems that led to the development of successful entrepreneurial endeavors
2. Generate ideas for products and/or services to meet consumers' needs
3. Evaluate the viability of alternative solutions for products and/or services

## **II. Entrepreneurial Trends**

Achievement Standard: Recognize trends and social responsibilities can lead to entrepreneurial opportunities.

## **A. Social Entrepreneurship**

### Level 2 Performance Expectations

1. Identify potential solutions for social concerns
2. Discuss the impact on business of being socially responsible

## **B. Green Entrepreneurship**

### Level 2 Performance Expectations

1. Identify potential solutions for environmental concerns
2. Investigate business opportunities related to environmental concerns

## **III. Economics**

Achievement Standard: Apply economic concepts when making decisions for an entrepreneurial venture.

### **A. Role of the Entrepreneur in the Economy**

#### Level 2 Performance Expectations

1. Describe how a market economy resolves the problems of what, how, and for whom to produce
2. Explain the determinants of supply and demand
3. Explain how supply and demand markets interact to determine price
4. Compare and contrast the different types of market structures

### **B. Function of Price**

#### Level 2 Performance Expectations

1. Describe the difference between fixed costs and variable costs
2. Describe the impact of variable costs on pricing

### **C. Role of Profit**

#### Level 2 Performance Expectations

1. Evaluate short-term alternatives for a business to reach profitability
2. Evaluate long-term alternatives for a business to reach profitability
3. Establish a profit goal for a business enterprise

### **D. International Trade**

#### Level 2 Performance Expectations

1. Describe the benefits and risks of international trade
2. Investigate opportunities for international trade

## **IV. Marketing**

Achievement Standard: Develop a marketing vision to introduce a product or service.

### **A. Identifying the Market**

Level 2 Performance Expectations

1. Identify target markets for potential new businesses
2. Define and give examples of market segmentation methods
3. Define and give examples of target markets for business ventures

### **B. Reaching the Market**

Level 2 Performance Expectations

1. Discuss marketing factors that affect pricing
2. Identify appropriate locations for business ventures
3. Prepare appropriate advertising and publicity activities for a business
4. Identify the advantages and disadvantages of marketing a business on the Internet
5. Design a new product to meet unfilled consumer wants

### **C. Keeping/Increasing the Market**

Level 2 Performance Expectations

1. Discuss the impact of competition on keeping/increasing market share
2. Describe techniques for obtaining customer feedback
3. Identify ways a business can contribute to the community
4. Discuss how networking can help maintain/increase market share
5. Discuss how selling on credit can help increase market share

## **V. Finance**

Achievement Standard: Use the financial concepts and tools needed by the entrepreneur in making business decisions.

### **A. Determining Cash Needs**

Level 2 Performance Expectations

1. Determine the resources needed to start an entrepreneurial venture (e.g., materials and labor)
2. Determine the costs of starting an entrepreneurial venture
3. Identify projected operational expenses

### **B. Sources and Types of Funding**

Level 2 Performance Expectations

1. Explain the advantages and disadvantages of primary sources of borrowing
2. Define the differences between debt and equity financing
3. Identify the components of a loan application

## **VI. Accounting**

Achievement Standard: Recognize that entrepreneurs must establish, maintain, and analyze appropriate records to make business decisions.

### **A. Business Records**

Level 2 Performance Expectations

1. Determine the appropriate records required for a business venture
2. Describe the importance of keeping accurate business records
3. Describe the impact of incomplete and/or inaccurate business records on a business

### **B. Utilizing and Interpreting Business Records**

Level 2 Performance Expectations

1. Estimate staffing and purchasing needs based on sales data
2. Select and complete appropriate records for an entrepreneurial venture

## **VII. Management**

Achievement Standard: Develop a management plan for an entrepreneurial venture.

### **A. Establishing a Vision**

Level 2 Performance Expectations

1. Create a personal vision statement for the next five years
2. Develop strategies for achieving a personal vision
3. Create a vision statement for a business venture

### **B. Staffing a Diverse Workforce**

Level 2 Performance Expectation

1. Compare and contrast business practices in different cultures
2. Identify skills and qualities needed for specific jobs and careers
3. Describe the importance of a diverse workforce

### **C. Leadership and Team Building**

Level 2 Performance Expectations

1. Describe and give examples of the characteristics of successful teams
2. Explain the importance of motivation, leadership, and trust to members of a team
3. Explain the importance of clear communication to members of a team

## **D. Managing Technology**

Level 2 Performance Expectations

1. Identify business problems that could be solved through the implementation of technology
2. Create technological solutions for solving business problems

## **E. Managing Risks**

Level 2 Performance Expectation

1. Explain ways entrepreneurs can protect themselves from risks

## **VIII. Legal**

Achievement Standard: Analyze how forms of business ownership, government regulations, and legal regulations affect entrepreneurial ventures.

### **A. Forms of Business Ownership**

Level 2 Performance Expectations

1. Define a corporation and explain how it differs from a sole proprietorship and a partnership
2. Compare and contrast the advantages and disadvantages of the different types of business ownership
3. Define and give examples of franchising
4. Describe the advantages and disadvantages of owning a franchise

### **B. Government and Legal Regulations**

Level 2 Performance Expectations

1. Give examples of government regulations that affect a business
2. Explain reasons for government regulation of businesses

## **IX. Business Plans**

Achievement Standard: Develop a business plan.

Level 2 Performance Expectations

1. Define long-term and short-term planning
2. Select a specific event and identify long-term and short-term planning activities
3. Describe the use of a business plan
4. Identify the information to be included in each component of a business plan



## The National Content Standards for Entrepreneurship Education- Detail

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# Entrepreneurial Skills

The Processes and Traits/Behaviors associated with entrepreneurial success.

<b>A</b>	<b>Entrepreneurial Processes</b> Understands concepts and processes associated with successful entrepreneurial performance
<b>Discovery</b>	
A.01	Explain the need for entrepreneurial discovery
A.02	Discuss entrepreneurial discovery processes
A.03	Assess global trends and opportunities
A.04	Determine opportunities for venture creation
A.05	Assess opportunities for venture creation
A.06	Describe idea-generation methods
A.07	Generate venture ideas
A.08	Determine feasibility of ideas
<b>Concept Development</b>	
A.09	Describe entrepreneurial planning considerations
A.10	Explain tools used by entrepreneurs for venture planning
A.11	Assess start-up requirements
A.12	Assess risks associated with venture
A.13	Describe external resources useful to entrepreneurs during concept development
A.14	Assess the need to use external resources for concept development
A.15	Describe strategies to protect intellectual property
A.16	Use components of a business plan to define venture idea
<b>Resourcing</b>	
A.17	Distinguish between debt and equity financing for venture creation
A.18	Describe processes used to acquire adequate financial resources for venture creation/start-up
A.19	Select sources to finance venture creation/start-up
A.20	Explain factors to consider in determining a venture's human-resource needs
A.21	Describe considerations in selecting capital resources
A.22	Acquire capital resources needed for the venture
A.23	Assess the costs/benefits associated with resources
<b>Actualization</b>	
A.24	Use external resources to supplement entrepreneur's expertise
A.25	Explain the complexity of business operations
A.26	Evaluate risk-taking opportunities
A.27	Explain the need for business systems and procedures
A.28	Describe the use of operating procedures
A.29	Explain methods/processes for organizing work flow
A.30	Develop and/or provide product/service
A.31	Use creativity in business activities/decisions
A.32	Explain the impact of resource productivity on venture success
A.33	Create processes for ongoing opportunity recognition
A.34	Adapt to changes in business environment
<b>Harvesting</b>	
A.35	Explain the need for continuation planning
A.36	Describe methods of venture harvesting
A.37	Evaluate options for continued venture involvement
A.38	Develop exit strategies



<b>B</b>	<b>Entrepreneurial Traits/Behaviors</b> Understands the personal traits/behaviors associated with successful entrepreneurial performance
<b>Leadership</b>	
B.01	Demonstrate honesty and integrity
B.02	Demonstrate responsible behavior
B.03	Demonstrate initiative
B.04	Demonstrate ethical work habits
B.05	Exhibit passion for goal attainment
B.06	Recognize others' efforts
B.07	Lead others using positive statements
B.08	Develop team spirit
B.09	Enlist others in working toward a shared vision
B.10	Share authority, when appropriate
B.11	Value diversity
<b>Personal Assessment</b>	
B.12	Describe desirable entrepreneurial personality traits
B.13	Determine personal biases and stereotypes
B.14	Determine interests
B.15	Evaluate personal capabilities
B.16	Conduct self-assessment to determine entrepreneurial potential
<b>Personal Management</b>	
B.17	Maintain positive attitude
B.18	Demonstrate interest and enthusiasm
B.19	Make decisions
B.20	Develop an orientation to change
B.21	Demonstrate problem-solving skills
B.22	Assess risks
B.23	Assume personal responsibility for decisions
B.24	Use time-management principles
B.25	Develop tolerance for ambiguity
B.26	Use feedback for personal growth
B.27	Demonstrate creativity
B.28	Set personal goals
<h2 style="margin: 0;">Ready Skills</h2> <p style="margin: 0;">The basic business knowledge and skills that are prerequisites or co-requisites for becoming a successful entrepreneur.</p>	
<b>C</b>	<b>Business Foundations</b> Understands fundamental business concepts that affect business decision making
<b>Business Concepts</b>	
C.01	Explain the role of business in society
C.02	Describe types of business activities
C.03	Explain types of businesses
C.04	Explain opportunities for creating added value
C.05	Determine issues and trends in business
C.06	Describe crucial elements of a quality culture/continuous quality improvement
C.07	Describe the role of management in the achievement of quality
C.08	Explain the nature of managerial ethics
C.09	Describe the need for and impact of ethical business practices
<b>Business Activities</b>	
C.10	Explain marketing management and its importance in a global economy

C.11	Describe marketing functions and related activities
C.12	Explain the nature and scope of operations management
C.13	Explain the concept of management
C.14	Explain the concept of financial management
C.15	Explain the concept of human resource management
C.16	Explain the concept of risk management
C.17	Explain the concept of strategic management
<b>D</b>	<b>Communications and Interpersonal Skills</b> Understands concepts, strategies, and systems needed to interact effectively with others
<b>Fundamentals of Communication</b>	
D.01	Explain the nature of effective communications
D.02	Apply effective listening skills
D.03	Use proper grammar and vocabulary
D.04	Reinforce service orientation through communication
D.05	Explain the nature of effective verbal communications
D.06	Address people properly
D.07	Handle telephone calls in a businesslike manner
D.08	Make oral presentations
D.09	Explain the nature of written communications
D.10	Write business letters
D.11	Write informational messages
D.12	Write inquiries
D.13	Write persuasive messages
D.14	Prepare simple written reports
D.15	Prepare complex written reports
D.16	Use communications technologies/systems (e.g., e-mail, faxes, voice mail, cell phones, etc.)
<b>Staff Communications</b>	
D.17	Follow directions
D.18	Explain the nature of staff communication
D.19	Give directions for completing job tasks
D.20	Conduct staff meetings
<b>Ethics in Communication</b>	
D.21	Respect the privacy of others
D.22	Explain ethical considerations in providing information
<b>Group Working Relationships</b>	
D.23	Treat others fairly at work
D.24	Develop cultural sensitivity
D.25	Foster positive working relationships
D.26	Participate as a team member
<b>Dealing with Conflict</b>	
D.27	Demonstrate self control
D.28	Show empathy for others
D.29	Use appropriate assertiveness
D.30	Demonstrate negotiation skills
D.31	Handle difficult customers/clients
D.32	Interpret business policies to customers/clients
D.33	Handle customer/client complaints
D.34	Explain the nature of organizational change
D.35	Describe the nature of organizational conflict
D.36	Explain the nature of stress management

<b>E</b>	<b>Digital Skills</b> Understands concepts and procedures needed for basic computer operations
<b>Computer Basics</b>	
E.01	Use basic computer terminology
E.02	Apply basic commands of operating system software
E.03	Employ desktop operating skills
E.04	Determine file organization
E.05	Demonstrate system utilities for file management
E.06	Compress or alter files
E.07	Use reference materials to access information
E.08	Use menu systems
E.09	Use control panel components
E.10	Access data through various computer drives
<b>Computer Applications</b>	
E.11	Demonstrate basic search skills on the Web
E.12	Evaluate credibility of Internet resources
E.13	Demonstrate file management skills
E.14	Communicate by computer
E.15	Solve routine hardware and software problems
E.16	Operate computer-related hardware peripherals
E.17	Explain the nature of e-commerce
E.18	Describe the impact of the Internet on business
E.19	Develop basic website
<b>F</b>	<b>Economics</b> Understands the economic principles and concepts fundamental to entrepreneurship/small-business ownership
<b>Basic Concepts</b>	
F.01	Distinguish between economic goods and services
F.02	Explain the factors of production
F.03	Explain the concept of scarcity
F.04	Explain the concept of opportunity costs
F.05	Describe the nature of economics and economic activities
F.06	Determine forms of economic utility created by business activities
F.07	Explain the principles of supply and demand
F.08	Describe the concept of price
<b>Cost-Profit Relationships</b>	
F.09	Explain the concept of productivity
F.10	Describe cost/benefit analysis
F.11	Analyze the impact of specialization/division of labor on productivity
F.12	Explain the concept of organized labor and business
F.13	Explain the law of diminishing returns
F.14	Describe the concept of economies of scale
<b>Economic Indicators/Trends</b>	
F.15	Explain measures used to analyze economic conditions
F.16	Explain the nature of the Consumer Price Index
F.17	Explain the concept of Gross Domestic Product
F.18	Determine the impact of business cycles on business activities
<b>Economic Systems</b>	
F.19	Explain the types of economic systems
F.20	Describe the relationship between government and business
F.21	Assess impact of government actions on business ventures
F.22	Explain the concept of private enterprise

F.23	Assess factors affecting a business's profit
F.24	Determine factors affecting business risk
F.25	Explain the concept of competition
F.26	Describe types of market structures
F.27	Determine the impact of small business/entrepreneurship on market economies
<b>International Concepts</b>	
F.28	Explain the nature of international trade
F.29	Describe small-business opportunities in international trade
F.30	Determine the impact of cultural and social environments on world trade
F.31	Explain the impact of exchange rates on trade
F.32	Evaluate influences on a nation's ability to trade
<b>G</b>	<b>Financial Literacy</b> Understands personal money-management concepts, procedures, and strategies
<b>Money Basics</b>	
G.01	Explain forms of financial exchange (cash, credit, debit, etc.)
G.02	Describe functions of money (medium of exchange, unit of measure, store of value)
G.03	Describe the sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.)
G.04	Recognize types of currency (paper money, coins, banknotes, government bonds, treasury notes, etc.)
G.05	Read and interpret a pay stub
G.06	Explain the time value of money
G.07	Describe costs associated with credit
G.08	Explain legal responsibilities associated with use of money
G.09	Use money effectively
<b>Financial Services</b>	
G.10	Describe services provided by financial institutions
G.11	Explain legal responsibilities of financial institutions
G.12	Explain costs associated with use of financial services
G.13	Select financial institution
G.14	Open account with financial institution
<b>Personal Money Management</b>	
G.15	Set financial goals
G.16	Develop savings plan
G.17	Develop spending plan
G.18	Make deposits to and withdrawals from account
G.19	Complete financial instruments
G.20	Maintain financial records
G.21	Read and reconcile financial statements
G.22	Correct errors with account
G.23	Explain types of investments
G.24	Invest money
G.25	Develop personal budget
G.26	Build positive credit history
G.27	Improve/repair creditworthiness
<b>H</b>	<b>Professional Development</b> Understands concepts and strategies needed for career exploration, development, and growth
<b>Career Planning</b>	
H.01	Evaluate career opportunities based on current/future economy
H.02	Analyze employer expectations in the business environment
H.03	Explain the rights of workers
H.04	Select and use sources of career information

H.05	Determine tentative occupational interest
H.06	Explain employment opportunities in entrepreneurship
<b>Job-Seeking Skills</b>	
H.07	Utilize job-search strategies
H.08	Complete a job application
H.09	Interview for a job
H.10	Write a follow-up letter after job interviews
H.11	Write a letter of application
H.12	Prepare a résumé
H.13	Describe techniques for obtaining work experience (e.g., volunteer activities, internships)
H.14	Explain the need for ongoing education as a worker
H.15	Explain possible advancement patterns for jobs
H.16	Determine skills needed to enhance career progression
H.17	Utilize resources that can contribute to professional development (e.g., trade journals/periodicals, professional/trade associations, classes/seminars, trade shows, and mentors)
H.18	Use networking techniques for professional growth

## Business Functions

The business activities performed by entrepreneurs in managing the business.

<b>I</b>	<b>Financial Management</b> Understands the financial concepts and tools used in making business decisions
<b>Accounting</b>	
I.01	Explain accounting standards (GAAP)
I.02	Prepare estimated/projected income statement
I.03	Estimate cash-flow needs
I.04	Prepare estimated/projected balance sheet
I.05	Calculate financial ratios
I.06	Determine and deposit payroll taxes
I.07	File tax returns
<b>Finance</b>	
I.08	Explain the purposes and importance of obtaining business credit
I.09	Make critical decisions regarding acceptance of bank cards
I.10	Establish credit policies
I.11	Develop billing and collection policies
I.12	Describe use of credit bureaus
I.13	Explain the nature of overhead/operating expenses
I.14	Determine financing needed to start a business
I.15	Determine risks associated with obtaining business credit
I.16	Explain sources of financial assistance
I.17	Explain loan evaluation criteria used by lending institutions
I.18	Select sources of business loans
I.19	Establish relationship with financial institutions
I.20	Complete loan application process
I.21	Determine business's value
<b>Money Management</b>	
I.22	Establish financial goals and objectives
I.23	Develop and monitor budget
I.24	Manage cash flow
I.25	Explain the nature of capital investment
I.26	Foster a positive financial reputation
I.27	Implement procedures for managing debt

I.28	Supervise/implement regular accounting procedures and financial reports
<b>J</b>	<b>Human Resource Management</b> Understands the concepts, systems, and strategies needed to acquire, motivate, develop, and terminate staff
<b>Organizing</b>	
J.01	Develop a personnel organizational plan
J.02	Develop job descriptions
J.03	Develop compensation plan/incentive systems
J.04	Organize work/projects for others
J.05	Delegate responsibility for job tasks
<b>Staffing</b>	
J.06	Determine hiring needs
J.07	Recruit new employees
J.08	Screen job applications/résumés
J.09	Interview job applicants
J.10	Select new employees
J.11	Negotiate new-hire's salary/pay
J.12	Dismiss/Fire employee
<b>Training/Development</b>	
J.13	Orient new employees (management's role)
J.14	Conduct training class/program
J.15	Coach employees
<b>Morale/Motivation</b>	
J.16	Exhibit leadership skills
J.17	Encourage team building
J.18	Recognize/reward employees
J.19	Handle employee complaints/grievances
J.20	Ensure equitable opportunities for employees
J.21	Build organizational culture
<b>Assessment</b>	
J.22	Assess employee morale
J.23	Provide feedback on work efforts
J.24	Assess employee performance
J.25	Take remedial action with employee
J.26	Conduct exit interviews
<b>K</b>	<b>Information Management</b> Understands the concepts, systems, and tools needed to access, process, maintain, evaluate, and disseminate information for business decision-making
<b>Record keeping</b>	
K.01	Explain the nature of business records
K.02	Maintain record of daily financial transactions
K.03	Record and report sales tax
K.04	Develop payroll record keeping system
K.05	Maintain personnel records
K.06	Maintain customer records
<b>Technology</b>	
K.07	Explain ways that technology impacts business
K.08	Use Personal Information Management/Productivity applications
K.09	Demonstrate writing/publishing applications
K.10	Demonstrate presentation applications
K.11	Demonstrate database applications
K.12	Demonstrate spreadsheet applications
K.13	Demonstrate collaborative/groupware applications
K.14	Determine venture's technology needs

<b>Information Acquisition</b>	
K.15	Select sources of business start-up information
K.16	Conduct an environmental scan to obtain marketing information
K.17	Monitor internal records for marketing information
K.18	Determine underlying customer needs/frustrations
L	<b>Marketing Management</b> Understands the concepts, processes, and systems needed to determine and satisfy customer needs/wants/expectations, meet business goals/objectives, and create new product/service ideas
<b>Product/Service Creation</b>	
L.01	Explain methods to generate a product/service idea
L.02	Generate product/service ideas
L.03	Assess opportunities for import substitution
L.04	Determine product/service to fill customer need
L.05	Determine initial feasibility of product/service ideas
L.06	Plan product/service mix
L.07	Choose product name
L.08	Determine unique selling proposition
L.09	Develop strategies to position product/service
L.10	Build brand/image
L.11	Evaluate customer experience
<b>Marketing-information Management</b>	
L.12	Explain the concept of market and market identification
L.13	Describe the role of situation analysis in the marketing-planning process
L.14	Determine market segments
L.15	Select target markets
L.16	Conduct market analysis
L.17	Explain the concept of marketing strategies
L.18	Describe the nature of marketing planning
L.19	Set a marketing budget
L.20	Develop marketing plan
L.21	Monitor and evaluate performance of marketing plan
<b>Promotion</b>	
L.22	Describe the elements of the promotional mix
L.23	Calculate advertising media costs
L.24	Select advertising media
L.25	Prepare a promotional budget
L.26	Develop promotional plan for a business
L.27	Write a news release
L.28	Obtain publicity
L.29	Select sales-promotion options
L.30	Write sales letters
L.31	Manage online (www) activities
L.32	Evaluate effectiveness of advertising
<b>Pricing</b>	
L.33	Calculate breakeven point
L.34	Explain factors affecting pricing decisions
L.35	Establish pricing objectives
L.36	Select pricing strategies
L.37	Set prices
L.38	Adjust prices to maximize profitability
<b>Selling</b>	
L.39	Acquire product information for use in selling
L.40	Analyze product information to identify product features and benefits

L.41	Prepare for the sales presentation
L.42	Establish relationship with client/customer
L.43	Determine customer/client needs
L.44	Determine customer's buying motives for use in selling
L.45	Differentiate between consumer and organizational buying behavior
L.46	Recommend specific product
L.47	Convert customer/client objections into selling points
L.48	Close the sale
L.49	Demonstrate suggestion selling
L.50	Plan follow up strategies for use in selling
L.51	Process sales documentation
L.52	Prospect for customers
L.53	Plan strategies for meeting sales quotas
L.54	Analyze sales reports
L.55	Train staff to support sales efforts
L.56	Analyze technology for use in the sales function
L.57	Manage online sales process
<b>M</b>	<b>Operations Management</b> Understands the processes and systems implemented to facilitate daily business operations.
<b>Business Systems</b>	
M.01	Plan business layout
M.02	Determine equipment needs
M.03	Document business systems and procedures
M.04	Establish operating procedures
M.05	Develop project plans
M.06	Analyze business processes and procedures
M.07	Implement quality improvement techniques
M.08	Evaluate productivity of resources
M.09	Manage computer-based operating systems
<b>Channel Management</b>	
M.10	Select business location
M.11	Select distribution channels
M.12	Develop and implement order-fulfillment processes
<b>Purchasing/Procurement</b>	
M.13	Explain the buying process
M.14	Describe the nature of buyer reputation and vendor relationships
M.15	Establish company buying/purchasing policies
M.16	Conduct vendor search
M.17	Choose vendors
M.18	Negotiate contracts with vendors
M.19	Place orders
M.20	Barter with vendors
<b>Daily Operations</b>	
M.21	Schedule staff
M.22	Maintain inventory of products/supplies
M.23	Organize shipping/receiving
<b>N</b>	<b>Risk Management</b> Understands the concepts, strategies, and systems that businesses implement and enforce to minimize loss
<b>Business Risks</b>	
N.01	Describe types of business risk



N.02	Determine ways that small businesses protect themselves against loss
N.03	Establish controls to prevent embezzlement/theft
N.04	Establish and implement systems to protect customer/employee confidentiality
N.05	Determine business's liabilities
N.06	Explain ways to transfer risk
N.07	Obtain insurance coverage
N.08	Develop strategies to protect computer (digital) data
N.09	Develop security policies and procedures
N.10	Establish safety policies and procedures
N.11	Protect assets from creditors
N.12	Establish parameters for staff responsibility/authority
N.13	Develop continuation plan
<b>Legal Considerations</b>	
N.14	Explain legal issues affecting businesses
N.15	Protect intellectual property rights
N.16	Select form of business ownership
N.17	Obtain legal documents for business operations
N.18	Describe the nature of businesses' reporting requirements
N.19	Adhere to personnel regulations
N.20	Implement workplace regulations (including OSHA, ADA)
N.21	Develop strategies for legal/government compliance
<b>O</b>	<b>Strategic Management</b> Understands the processes, strategies, and systems needed to guide the overall business organization
<b>Planning</b>	
O.01	Conduct SWOT analysis
O.02	Conduct competitive analysis
O.03	Evaluate business acquisition options
O.04	Develop company goals/objectives
O.05	Develop business mission
O.06	Forecast income/sales
O.07	Conduct break-even analysis
O.08	Develop action plans
O.09	Develop business plan
<b>Controlling</b>	
O.10	Use budgets to control operations
O.11	Develop expense-control plans
O.12	Analyze cash-flow patterns
O.13	Interpret financial statements
O.14	Analyze operating results in relation to budget/industry
O.15	Track performance of business plan