

Mississippi Department of Education



Title 7: Education K-12

Part 94: Enhancement Courses Pathway

Entrepreneurship

Entrepreneurship

Program CIP: 52.0701

Course Code: 990003

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Published by

Office of Career and Technical Education
Mississippi Department of Education
Jackson, MS 39205

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Mississippi State, MS 39762

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The Research and Curriculum Unit, located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators, while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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Acknowledgments

The Entrepreneurship curriculum was presented to the Mississippi Board of Education on April 14, 2011. The following persons were serving on the state board at the time:

Dr. Tom Burnham, State Superintendent
Mr. Charles McClelland, Chair
Dr. O. Wayne Gann, Vice-Chair
Ms. Kami Bumgarner
Mr. Howell "Hal" N. Gage
Mr. Claude Hartley
Mr. William Harold Jones
Dr. Sue Matheson
Ms. Martha "Jackie" Murphy
Ms. Rosetta Richards

Jean Massey, Associate Superintendent of Education for the Office of Career and Technical Education, at the Mississippi Department of Education would like to thank the industry representatives and teachers who contributed teaching and assessment materials that are included in the framework and supporting materials. Members who contributed were as follows:

Gary Graves, Petal School District
Dr. Brent Hales, University of Southern Mississippi
Darrell Rutland, Pearl School District
Dr. Becky Smith, Mississippi State University
Dr. Sean Owen, Mississippi State University
Dr. Suzanne Tribble, Mississippi State University

Appreciation is expressed to the following professionals who provided guidance and insight throughout the development process:

Deneen Sherrod, Columbus School District

Standards

Standards in the *Entrepreneurship Curriculum Framework and Supporting Materials* are based on the following:

National Educational Technology Standards for Students

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ACT College Readiness Standards



The College Readiness Standards are sets of statements intended to help students understand what is expected of them in preparation for the ACT. These standards are integrated into teaching and assessment strategies throughout the curriculum framework.

21st Century Skills and Information and Communication Technologies Literacy Standards

In defining 21st century learning, the Partnership for 21st Century Skills has embraced five content and skill areas that represent the essential knowledge for the 21st century: global awareness; civic engagement; financial, economic, and business literacy; learning skills that encompass problem-solving, critical-thinking, and self-directional skills; and Information and Communication Technology (ICT) literacy.

National Standards

The national standards within this curriculum come from the Consortium for Entrepreneurship Education (CEE), the National Foundation of Teaching Entrepreneurship (NFTE), and the National Business Education Association (NBEA). These standards were reprinted with permission and can be located at the following Websites:

Consortium for Entrepreneurship Education (CEE)
http://www.entre-ed.org/Standards_Toolkit

National Foundation of Teaching Entrepreneurship (NFTE)
<http://www.nfte.com>

National Business Education Association (NBEA)
<http://www.nbea.org>

Preface

Secondary career–technical education programs in Mississippi are faced with many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, ch. 487, §14; Laws, 1991, ch. 423, §1; Laws, 1992, ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and No Child Left Behind Act of 2001).

Entrepreneurship Research Synopsis

Entrepreneurship involves recognizing business opportunities through the recognition of the needs of individuals, groups, and industries. A business is started based on these recognized needs. All students benefit from developing an appreciation for and understanding of entrepreneurship in our economy: most of the jobs (both professional and technical) created in recent years have been in the small business sector. Forecasts indicate that this trend will continue (National Business Education Association, 2011). Nearly 80 percent of would-be entrepreneurs in the United States are between the ages of 18 and 34 (United States Department of Labor, 2011). A 2008 poll from Junior Achievement (JA) found that 59.7 percent of the teenagers interviewed wanted to become entrepreneurs. Although entrepreneurship is relatively new to higher education, it is among the most rapidly expanding fields of study in colleges and universities in the United States (Kuratko, 2006).

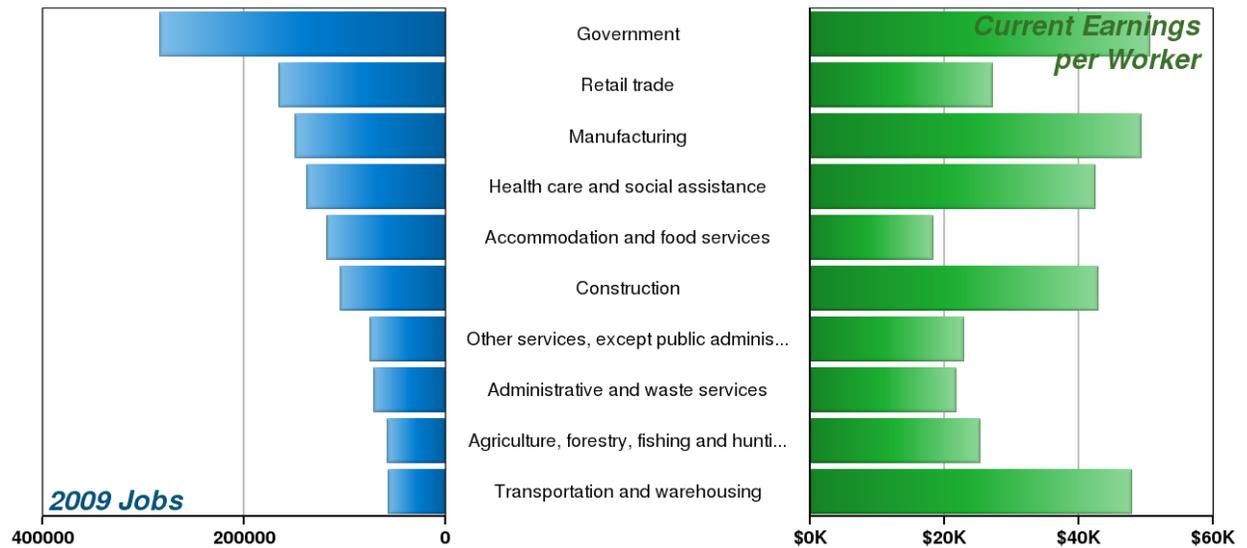
In 2009, there were signs that entrepreneurs were again looking ahead toward new opportunities for small business growth. Surveys by private sector organizations began to find more optimism among entrepreneurs in late 2009 (United States Small Business Administration, 2010).

Since, small-and-medium sized businesses (SMEs), firms with fewer than 500 employees, were responsible for nearly 50% of employment in the United States and in Mississippi (United States Census Bureau, 2008), the Entrepreneurship Course will focus on the process of starting, organizing, and managing SMEs.

Needs for Future Workforce

Entrepreneurship students may elect to enter any economic sector therefore the needs of their future workforce are best measured by industry size, salaries, and industry growth. Entrepreneurship students are taught to recognize business opportunities and start a business based on those recognized opportunities. Students will gain knowledge and experience in business operations, finance, and management. Industry size and industry growth are important factors in the decision to start a small business. Because they may start an SME that fulfills the needs of certain industries, entrepreneurship students should know each industry's rankings.

Largest Industries

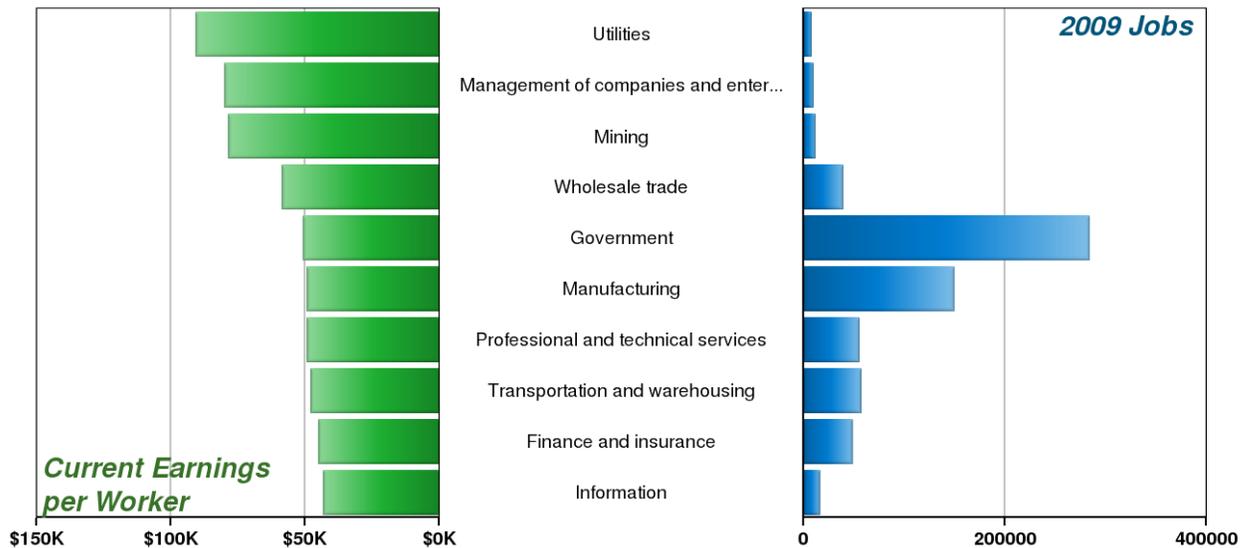


Description	2009 Jobs	2019 Jobs	Change	% Change	Current EPW
Government	284,006	306,236	22,230	8%	\$50,552
Retail trade	165,857	191,782	25,925	16%	\$27,119
Manufacturing	149,318	169,831	20,513	14%	\$49,329
Health care and social assistance	138,309	175,743	37,434	27%	\$42,444
Accommodation and food services	117,659	134,286	16,627	14%	\$18,282
Construction	104,470	123,659	19,189	18%	\$42,915
Other services, except public administration	75,113	84,235	9,122	12%	\$22,788
Administrative and waste services	71,605	95,030	23,425	33%	\$21,741
Agriculture, forestry, fishing and hunting	57,813	52,574	-5,239	-9%	\$25,317

Transportation and warehousing	57,074	65,210	8,136	14%	\$47,900
Professional and technical services	55,631	67,531	11,900	21%	\$49,292
Finance and insurance	48,987	59,156	10,169	21%	\$44,957
Real estate and rental and leasing	45,271	61,988	16,717	37%	\$17,181
Wholesale trade	39,043	43,831	4,788	12%	\$58,442
Educational services	23,430	28,212	4,782	20%	\$22,434
Arts, entertainment, and recreation	19,172	25,123	5,951	31%	\$18,808
Information	15,815	18,529	2,714	17%	\$43,237
Mining	11,255	12,638	1,383	12%	\$78,727
Management of companies and enterprises	9,993	10,982	989	10%	\$79,917
Utilities	7,932	8,405	473	6%	\$90,875

Source: EMSI Complete Employment - 4th Quarter 2009

Highest Paying Industries



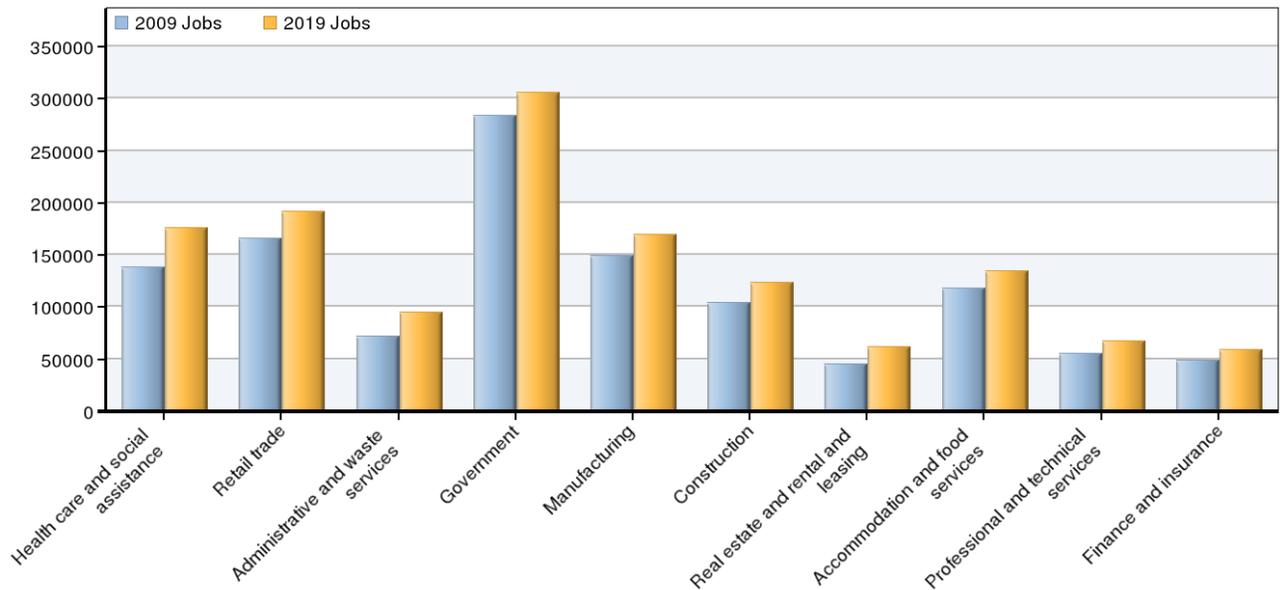
Description	2009 Jobs	2019 Jobs	Change	% Change	Current EPW
Utilities	7,932	8,405	473	6%	\$90,875
Management of companies and enterprises	9,993	10,982	989	10%	\$79,917
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Real estate and rental and leasing	45,271	61,988	16,717	37%	\$17,181

Source: EMSI Complete Employment - 4th Quarter 2009

*Note: Industries with fewer than 10 employees are not shown.

Fastest Growing Industries



Description	2009 Jobs	2019 Jobs	Change	% Change	Current EPW
Health care and social assistance	138,309	175,743	37,434	27%	\$42,444
Retail trade	165,857	191,782	25,925	16%	\$27,119
Administrative and waste services	71,605	95,030	23,425	33%	\$21,741
Government	284,006	306,236	22,230	8%	\$50,552
Manufacturing	149,318	169,831	20,513	14%	\$49,329
Construction	104,470	123,659	19,189	18%	\$42,915
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Agriculture, forestry, fishing and hunting	57,813	52,574	-5,239	-9%	\$25,317

Source: EMSI Complete Employment - 4th Quarter 2009

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Entrepreneurship Executive Summary

Course Description

Entrepreneurship is a course in the Business career cluster. This course introduces students to the rewards and risks of owning or operating a business enterprise. Emphasis is placed on the mastery of skills needed to plan, organize, manage, and finance a small business. Skills in communication, technical writing, mathematics, research, and problem-solving are reinforced as each student prepares his/her own business plan. Work-based learning strategies appropriate for this course will be provided through the Career Pathway Experience (CPE) program. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Industry Certification

No industry certification is available for this course at this time

Articulation

No articulation is available for this course at this time.

Assessment

No third party assessment is available for this course at this time.

Student Prerequisites

In order for students to be able to experience success in the Entrepreneurship program, the following student prerequisites are in place:

1. C or higher in English (the previous year)
2. C or higher in Pre-Algebra
3. Instructor approval

or

1. TABE Reading Score (Eighth grade or higher)

or

1. Instructor approval

Licensure Requirements

The 915 license is needed to teach the Entrepreneurship course. The requirements for the 915 license endorsement are listed below:

1. Hold one of the following endorsements:
 - a. 105 Business Education (7–12)
 - b. 318 Marketing (7–12)
 - c. 956 Career Pathway: Marketing
 - d. 192 Social Studies (7–12)
 - e. 193 Economics (7–12)
2. Applicants must successfully complete the Master Teacher of Entrepreneurship certification.
3. Applicants must successfully complete an approved computer literacy certification exam.
4. Applicants must successfully complete a certification for an online learning workshop, module, or course that is approved by the Mississippi Department of Education.

Note: If an applicant meets all requirements listed above, that applicant will be issued a 915 endorsement—a 5-year license. If an applicant does not meet all requirements, the applicant will be issued a 3-year endorsement license, and all requirements stated above must be satisfied prior to the ending date of that license.

Professional Learning

If you have specific questions about the content of each training session provided, please contact the Research and Curriculum Unit at 662.325.2510, and ask for the Professional Learning Department.

Course Outline

Entrepreneurship (One Carnegie Unit) - Course Code: 990003

Unit	Title	Hours
1	Introduction, Safety, and Orientation	5
2	Entrepreneurial Skills	5
3	Ready Skills: Business Foundations and Communication Skills	10
4	Ready Skills: Economics	15
5	Ready Skills: Financial Literacy	15
6	Ready Skills: Professional Development	5
7	Business Functions: Financial Management	10
8	Business Functions: Human Resource Management	10
9	Business Functions: Marketing Management	10
10	Business Functions: Operations and Strategic Management	20
11	Business Plan	35
	Teacher Selected Curriculum Activities	10
		140

Entrepreneurship Units

Unit 1: Introduction, Safety, and Orientation

Competency 1: Identify course expectations and school and course policies. ^(DOK1)

Suggested Enduring Understandings

1. Students will understand the importance of school policies and procedures.
2. Students will understand classroom guidelines and expectations.

Suggested Essential Questions

1. Why is it important to follow the rules and regulations put in place by the school district?
2. How are the teacher’s expectations of your classroom performance and your personal expectations similar? How do they differ?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify school rules, policies and procedures and identify and establish course guidelines and procedures. ^(DOK1)	<p>a. Using the school handbook read and discuss school district policies and procedures. Emphasize the district’s Internet acceptable use policy. Engage the students in a teacher-led conversation/debate about the pros and cons of the school’s Internet acceptable use policy. ^(E1, E2, W2, CS3, CS4, CS5, T1)</p> <p>Display the classroom discipline plan, procedures, calendar, emergency information, and other important documents in a prominent place.</p> <p>Discuss rules and procedures. Introduce and discuss all safety procedures for the classroom, the building, and the lab.</p> <p>Make sure students understand the proper emergency procedures. Have students demonstrate the proper emergency procedures to follow during an emergency evacuation or drill. ^(E1, E2, W2, CS3, CS4, T1)</p>	<p>a. Create and issue a quiz about the rules and regulations with a 100% passing requirement.</p> <p>Use the Student Orientation Documents Checklist to ensure required documents are returned with a parent’s or guardian’s signature.</p> <p>Use the Group Participation Rubric to assess the students’ involvement.</p>
b. Review course standards and affiliated national standards. ^(DOK1)	<p>b. Have students complete a pretest on technology literacy skills; Science, Technology, Engineering, and Mathematics; 21st Century Skills; and Information and Communication Technologies to determine what current knowledge they have in these areas.</p> <p>Create a PowerPoint slide show that explains the units that will be taught in the class. Incorporate slides that relate the units to possible career fields.</p> <p>Have students research local industries that use the methods, technologies, and so forth that are covered in this class. The students should then report their</p>	<p>b. Evaluate with a written pretest.</p> <p>Use the Writing Rubric to assess writing skills</p>

	research in a one-page paper. ^(E1, CS3, T6)	
c. Review the comparison of self- and course expectations. ^(DOK1)	c. Create and review a syllabus that explains the course content along with the grading system, class attendance, policy and procedures for completing missing/ late assignments, and student organization expectations. Have each student explain what he or she plans to achieve from the course and how each plans to achieve it. Engage students in a discussion comparing and contrasting course expectations and self-expectations. Have the students create a class oath that incorporates everyone's expectations. Post the oath in the classroom for a daily reminder to all. ^(E2, CS4, CS5, T2)	c. Teacher observation Evaluate the students with an instructor-made written quiz

Competency 2: Demonstrate the proper use and care for classroom equipment. ^(DOK1)

Suggested Enduring Understandings

1. Students will understand the value in practicing proper safety skills and techniques.
2. Students will understand the connection of the importance of safety in the classroom and the work setting.
3. Students will understand that safety is important for themselves and others.

Suggested Essential Questions

1. What are the dangers of not following safety guidelines?
2. How do safety procedures in the classroom relate to the real world?
3. Why is safety necessary in the classroom?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify describe, and demonstrate the importance of safety and the proper use of lab and classroom equipment. ^(DOK1)	a. Identify and discuss the use of proper precautions when using the equipment in the classroom. Group students, and ask them to analyze the Safety Scenarios—What Would You Do? provided in the curriculum. Have the students to answer the questions and then rank the items listed in the scenario from the least important (No. 7) to the most important (No. 1). Have the students describe how each item will be used to assist with their survival. ^(E1, R5 CS3, CS4, CS5, T1, T2, T3, T4)	a. Use the Group Participation Rubric to assess the students' teamwork skills and involvement.
b. Describe the operating procedures for the equipment utilized in the course. ^(DOK1)	b. Identify and discuss the location of laboratory equipment and its resources. Discuss the role and responsibility of the teacher and the students. Have the students list the equipment that is used in this course and describe a minimum of five safety rules that apply to any workstation. ^(R5, CS3, CS4, T2)	b. Teacher observation
c. Compare and contrast safety issues in the classroom to safety issues in industry. ^(DOK1)	c. Using a multimedia presentation, Internet access, and so forth, discuss the relationship between classroom safety and real-world safety. Have students research the safety guidelines in industry (OSHA). Then have students select an entrepreneurial business that they are interested in and illustrate and present how OSHA standards are used in a safety procedure in that	c. Use the OSHA Standards in the Workplace Rubric to assess students. Use the Guest

business (poster, skit, 3-D visual, etc.). (Reference: <http://www.osha.gov>)

Invite a local entrepreneur or business leader to be a guest speaker and discuss workplace safety issues in comparison to classroom safety. Encourage the speaker and students to discuss workplace safety issues and how they impact business and industry economically. (M5, R5, S1, W1, CS3, CS4, T2, T3, T4)

Speaker Activity Rubric to assess the students.

Competency 3: Explore personality development and the classroom environment in relation to interpersonal skills, others, and the world of work. (DOK1 CEE2, CEE4, NFTE2, NBEA2)

Suggested Enduring Understandings

1. Students will understand the importance of different personalities.
2. Students will understand the impact different personalities have on the workplace environment.

Suggested Essential Questions

1. What are the pros and cons of having different personalities in the workplace?
2. How do different personality types affect the workplace?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify forces that shape personality development including personality traits, heredity, and environment. (DOK2)	<p>a. Discuss personality development including personality traits, heredity, and environment. Develop an inventory of personality traits.</p> <p>Have students take a personality test.</p> <p>Ask the students to write a one-page paper comparing and contrasting personality types and the importance of having different personality types in the workplace. (CS3, T4)</p>	<p>a. Teacher observation</p> <p>Use the Writing Rubric to assess writing skills</p>
b. Identify learning styles. (DOK1)	b. Have the students complete a learning styles inventory.	b. Teacher observation

Competency 4: Develop and incorporate 21st Century Skills throughout the Entrepreneurship course. (DOK3) CEE1, CEE2, NFTE2

Suggested Enduring Understandings

1. Students will understand the impact of innovation, attitude, leadership, critical thinking and teamwork in the classroom and the workplace.

Suggested Essential Questions

1. What are 21st Century Skills?
2. How do the 21st Century Skills impact entrepreneurial success?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
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<p>a. Define the four elements and outcomes of 21st Century Skills. ^(DOK1)</p>	<p>a. Discuss with students the 21st Century themes and skills including life and career skills, learning and innovation skills, and information, media, and technology skills. (Example: www.p21.org to identify 21st Century themes and skills.)</p> <p>Have students complete a teacher-created pretest on technology literacy skills; 21st Century Skills; and Information and Communication Technologies to determine what current knowledge they have in these areas. ^(CS1, CS2, CS3, CS4, CS5)</p>	<p>a. Class discussion.</p> <p>Use the Writing Rubric to assess writing skills.</p>
<p>b. Distinguish the qualities and behaviors of an effective leader and identify opportunities to develop leadership skills. ^(DOK2)</p>	<p>b. Discuss leadership strategies (authoritarian, democratic, delegative, and charismatic) and the attributes of effective leadership including positive attitude, image, decision making, communication skills, and knowledge.</p> <p>Invite leaders from community organizations to discuss leadership skills.</p> <p>Discuss leadership development groups (examples: Boy’s State, Girl’s State, Jr. Achievement, student government, etc.)</p> <p>Have the students complete a case study of a leader then present it to the class. ^(CS1, CS2, CS3, CS4, CS5)</p>	<p>b. Teacher created quiz with open ended questions</p> <p>Use the Presentation Rubric to access the students’ class presentation</p>
<p>c. Distinguish and practice effective leadership, and teambuilding skills. ^(DOK3)</p>	<p>c. Discuss leadership skills including thinking, problem-solving, presentation, and negotiating skills.</p> <p>Discuss teamwork skills including team dynamics, status of team growth, and working through team problems.</p> <p>Have the students complete team building/leadership exercises. (Example: http://wilderdom.com/games/descriptions/SurvivalScenarios.html)</p> <p>Have the students analyze segments of a movie that emphasizes teamwork (e.g., <i>Remember the Titans</i>). Ask the students to identify the key elements that lead to the success of a team. Discuss why companies focus on teams, highlighting the purpose of teams, team attributes, successful team traits, and the growth stages of a team. ^(CS1, CS2, CS3, CS4, CS5)</p>	<p>c. Teacher observation and class discussion</p> <p>Use the Group Participation Rubric to access the students’ class presentation</p>
<p>d. Demonstrate appreciation and respect for diversity. ^(DOK3)</p>	<p>d. Hook the students by showing videos pertaining to diversity in the workplace (Example: http://www.youtube.com/watch?v=EsNBu-BvgbM).</p> <p>Engage in a discussion about what diversity in the workplace means. Extend this activity to where students will offer suggestions on how to best handle diversity issues in the workplace. ^(E1, E2, E3, E4, E5, E6, W4, W5, CS2, T1, T2)</p>	<p>d. Have the students self-evaluate the interview video with the Interview Video Checklist.</p>

<p>e. Explore the entrepreneurs hip profession and individual career development (DOK2)</p>	<p>e. Have the students research different entrepreneurship fields, job opportunities, salaries, licensure, degree requirements, and college programs of study.</p> <p>Invite local entrepreneurs to discuss their companies, the job specifications, salaries, and so forth. <small>(E1, E4, R3, W4, W5, CS1, CS3, CS4, CS5, T1, T2, T3, T4)</small></p>	<p>e. Teacher observation and class discussion and presentation</p>
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References

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Unit 2: Entrepreneurial Skills

Competency 1: Define the concept of entrepreneurship and entrepreneurial opportunity. (DOK1 CEE1, CEE2, NFTE1, NFTE2, NFTE3, NBEA1, NBEA2, NBEA3)

Suggested Enduring Understandings

1. Students will understand opportunity recognition, the characteristics of a successful entrepreneur and the advantages of entrepreneurship.

Suggested Essential Questions

1. What is entrepreneurship?
2. What are the characteristics of a successful entrepreneur?
3. What are the costs and benefits of entrepreneurship?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Compare and contrast the types of entrepreneurs and research roles personal traits, and characteristics of an entrepreneur. (DOK2)	<p>a. Discuss the types of entrepreneurs such as early, opportunity, necessity, serial, and lifestyle.</p> <p>Discuss the characteristics of a successful entrepreneur.</p> <p>Discuss the characteristics of a community with a culture of successful entrepreneurship.</p> <p>Have the students write a one-page critique of an article about a successful entrepreneur. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, W1, W2, W3, W4, W5)</p>	<p>a. Class discussion</p> <p>Teacher created written exam with open-ended questions</p> <p>Assess students' articles with the Writing Rubric.</p>
b. Classify the advantages and disadvantages of entrepreneurship (DOK3)	<p>b. Discuss the advantages and disadvantages of entrepreneurship.</p> <p>Assess the success and failure of a business and/or product.</p> <p>Have the students develop a SWOT analysis of a new product. (E1, E2, E3, E4, R4, R5, W1, W2, W3, W4, W5)</p>	<p>b. Class discussion.</p> <p>Teacher created written exam with open-ended questions.</p>
c. Understand the entrepreneurship process. (DOK1)	<p>c. Discuss the innovation supply chain, discovery, concept development, resourcing, actualizing, and harvesting.</p> <p>Have the students identify the parts of the supply chain of a successful business and/or project. (S1, S2, S3)</p>	<p>c. Teacher Observation</p> <p>Class discussion.</p>

Competency 2: Understand the concepts and processes associated with successful entrepreneurial performance. (DOK2 CEE1, NFTE1, NFTE2, NFTE4, NFTE5, NFTE8, NFTE10)

Suggested Enduring Understandings

1. Students will be able to analyze entrepreneurial tactics, strategies, and the role of networking in these processes.

Suggested Essential Questions

1. What are the tactics and strategies necessary for entrepreneurial success?
2. Why is networking critical in entrepreneurial success?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Analyze and understand cultural differences, responsibilities, and ethical behaviors. ^(DOK2)	<p>a. Have the students research cultural differences of customers and competition both domestically and internationally (specifically; regions of the U.S., ethnicity, religious beliefs, geographically, and foreign trade).</p> <p>Introduce the students to ethics and cultural differences. Example: Have the students go to the following Web sites. http://resources.monster.com/tools/quizzes/bizethics http://resources.monster.com/tools/quiz_section5.asp</p> <p>Using the Better Business Bureau Web site, www.bbb.org, students will select businesses with both an excellent and a poor rating and compare and contrast the two.</p> <p>Have the students research the responsibilities and ethical behaviors associated with working with and serving diverse clientele. ^(CS3, CS4)</p>	<p>a. Teacher Observation</p> <p>Class discussion</p> <p>Use the Presentation Rubric to assess the students.</p>
b. Use self-confidence and self-improvement tactics to recognize personal strengths and to reflect on interests and talents. ^(DOK2)	<p>b. Have the students create a student entrepreneurship profile to discuss personal strengths, interests and talents. See examples at: http://www.yeabiz.com/students/student_entrepreneur_profiles.html</p> <p>Have the students present their profile to the class. ^(CS3, CS4)</p>	<p>b. Use the Presentation Rubric to assess the students</p>
c. Develop networking skills and investigate mentoring programs. ^(DOK2)	<p>c. Engage the students in a class discussion about networking skills. Have the students role play with situations involving social settings. ^(W2, W4, CS3, CS4, T1, T2, T4)</p>	<p>c. Assess the students using the Role Play Rubric.</p>

Competency 3: Understand the risks and rewards of different types of businesses. ^(DOK2, CEE14, NFTE1, NFTE14, NBEA4, NBEA9)

Suggested Enduring Understandings

1. Students will understand the costs, risks, and rewards of business ownership.
2. Students will understand the concepts of minimizing loss and problem solving

Suggested Essential Questions

1. What risks are involved in different types of business?
2. How can business risks be minimized?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Define risk, rewards, and potential for return on investment and minimizing loss. <small>(DOK2)</small>	a. Discuss that risk is time, money, effort and credit, and rewards includes intrinsic, profit, and lifestyle. Discuss the legal considerations involved in business risk. <small>(R4, R5, S1, W5, T3)</small>	a. Teacher created quiz
b. Know the costs of limiting risks and maximizing reward. <small>(DOK1)</small>	b. Have the students research the risks and rewards of saving for the future. Have the students compare savings plans including compounding interest, inflation, stocks, bonds, and other investments. Ask them to report their findings to the class. <small>(R4, T2)</small>	b. Use the Writing Rubric to assess the students.
c. Be able to compare data using probability, uncertainty, estimation, and approximation and solve problems that do not require exact answers. <small>(DOK3)</small>	c. Divide the students into groups. Using what they know about risks and rewards, have the students research the areas of uncertainty, approximation and estimation on 3 different types of businesses. Ask the students to present their research to the class. <small>(E1, E2, W2, W4, T2, T3, T4)</small>	c. Assess the students using the Teamwork Rubric

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Unit 3: Ready Skills: Business Foundations and Communication Skills

Competency 1: Understand essential business concepts that affect business planning and decision making. ^(DOK2)
CEE3, CEE13, CEE15, NFTE1, NBEA3

Suggested Enduring Understandings

1. Students will understand the types of business structures.
2. Students will understand how the business models impact business operations, customers, sales, and service.
3. Students will understand the role of ethics in business.

Suggested Enduring Understandings

1. What are the types of business models?
2. How do these business models impact how businesses operate?
3. How does ethical behavior impact business?

Suggested Performance Indicators	Suggested Performance Indicators	Suggested Performance Indicators
a. Identify different types of companies and compare the differences in manufacturing, wholesale, retail, and service companies. ^(DOK2)	a. Discuss and provide examples of the different business models. Invite business leaders from the different business models to explain how they conduct their business operations. ^(CS3, T4)	a. Class discussion. Assess students using the Guest Speaker Activity Rubric .
b. Research, define, analyze, and compare ownership strategies as well as categories of businesses such as: sole proprietorship, partnership, corporation, nonprofit corporation, and cooperative businesses. ^(DOK2)	b. Discuss and provide examples of the different business ownership strategies. Discuss how these different strategies impact business operations, customers, sales, and service. Discuss how each type of business is impacted by liability, taxation, and stock holders. Discuss the lifespan of a business Students will develop a grid listing different types of businesses, their definitions, pros and cons of each, and examples. ^(S1, CS2, T3, T4)	b. Teacher created written exam. Assess students using the Writing Rubric .
c. Categorize the regulations of business ownership and understand ethical business decisions. ^(DOK2)	c. Discuss the regulations of specific businesses. Discuss the impacts of ethical decision making on business success. Invite business leaders to discuss their use of ethics in the day-to-day operation of their business operations. ^(CS3, T4)	c. Class discussion. Assess students using the Guest Speaker Activity Rubric .

Competency 2: Develop effective listening, oral, non-verbal, and written communication skills. ^(DOK3 CEE4, CEE5, NFTE3, NFTE4)

Suggested Enduring Understandings

1. Students will understand how effective communication impacts business success.

Suggested Essential Questions

1. What are the types of business communication?
2. What are the types of non-verbal

- communication?
3. How does understanding and practicing effective business communication affect business success?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Demonstrate an understanding of reading and writing for information and understanding. ^(DOK1)	<p>a. Discuss effective business communication.</p> <p>Define and discuss effective personal selling techniques and what distinguishes effective sales techniques from ineffective sales techniques.</p> <p>Invite a business leader to discuss with students the role of business communication in business.</p> <p>Discuss effective use of CC copying in business communication.</p> <p>Have students write a business memo, letter, email, and resume. Compile these into the student's personal portfolio. ^(E2, E3, E4, E5, E6, R1, R4, W4, W5, CS3)</p>	<p>a. Teacher observation.</p> <p>Class discussion.</p> <p>Teacher created written exam.</p> <p>Use the Resume Rubric to assess the students.</p>
b. Presents information clearly and effectively interacts with others while using listening, speaking, and writing skills for persuasion, information, and analysis. ^(DOK2)	<p>b. Discuss how to effectively present business ideas and plans to a panel of judges/investors.</p> <p>Have the students research entrepreneurial Websites such as the top 30 under 30. Have them write a report on one young entrepreneur and present it to the class. ^(E2, E3, R1, R2, W4, W5, CS2)</p>	<p>b. Teacher observation.</p> <p>Teacher created written exam.</p> <p>Use the Presentation Rubric to assess the students.</p>
c. Compare the fundamentals of communication, ethics in communication, group working relationships, and dealing with conflict in an entrepreneurial venture. ^(DOK3)	<p>c. Discuss the differences in majority and consensus.</p> <p>Discuss conflict scenarios and techniques for addressing conflict in the workplace.</p> <p>Have the students role play common business interactions including but not limited to hand-shaking, eye contact, use of personal space, and non-verbal cues. ^(W5, CS1, CS3)</p>	<p>c. Teacher observation.</p> <p>Class discussion.</p> <p>Use the Role-Play or Skit Rubric to assess the students</p>

Competency 3: Understand concepts, tools and procedures needed for basic computer operations and to access, process, maintain, evaluate, and disseminate information for good business decisions.
(DOK2, CEE5, CEE11, NFTE3, NFTE5, NFTE9, NFTE11, NFTE12, NBEA6)

Suggested Enduring Understandings

1. Students will understand basic computer operations.
2. Students will understand the role of computer

Suggested Essential Questions

1. How does information technology impact sales and marketing of a product/service?
2. How does information technology impact

technology in a small business.		business success?
Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Show good computer basics, computer applications for business tasks and use correct technology etiquette with telephones, voice mail, and e-mail. <small>(DOK2)</small>	<p>a. Provide the students training in basic accounting software such as QuickBooks or Excel.</p> <p>Discuss the use of cell phones as a business tool.</p> <p>Discuss what a target market is and what demographic characteristics make up a target market.</p> <p>Have students differentiate between the varieties of electronic communication including voice mail, fax, email, and text messaging.</p> <p>Have the students role play effective business communication using voice mail, fax, email, and text messaging.</p> <p>Have the students research demographic data specific to the target market for the development of their business plan. Add this to their individual portfolio. <small>(E3, W2, W4, T2, T6)</small></p>	<p>a. Teacher created proficiency exams.</p> <p>Class Discussion.</p> <p>Assess the students with the Role-Play or Skit Rubric.</p> <p>Assess the students with the Portfolio Rubric.</p>
b. Use Internet resources effectively and practice online research, locating data online understanding new technologies and trends. <small>(DOK2)</small>	<p>b. Discuss the role of the Internet in the contemporary business environment.</p> <p>Discuss the role of social networking platforms (e.g. Facebook, Twitter, and MySpace) in emerging business practices.</p> <p>Using the Internet, have the students research business trends or technologies. Have them compile their research into a report. <small>(S1, W4, T3, T5, T6)</small></p>	<p>b. Class Discussion</p> <p>Assess the students using the Writing Rubric.</p>
c. Create multimedia presentations using graphics, text features, and online research. <small>(DOK2)</small>	<p>c. Have students design a web-page with business related content.</p> <p>Invite a business owner to class to discuss his or her use of the Internet in business operations.</p> <p>Review information on the Web site "Checklist for Evaluating Web Sites," and give students an opportunity to view the evaluation checklist (http://www.lib.umd.edu/guides/webcheck.html). <small>(E2, E3, E4, E5, E6, R3, R4, W4, W5, T1, T6)</small></p>	<p>c. Use the Guest Speaker Activity Rubric to assess the students.</p> <p>Evaluate the students' web pages using a Web page evaluation such as: www.nnsu.edu/midlink/tutorial/www.eval.html</p>
d. Understand customer databases and	d. Have students identify consumer interest surveys.	d. Teacher observation.

distinguish record keeping, technology use, and information acquisition. ^(DOK2)	Have students identify customer service websites.	Class discussion.
	Discuss the role of consumer interest and customer service surveys in business.	Teacher created exam.
	Identify record keeping and financial tools appropriate to small business management.	
	Discuss effective use of record keeping and the role that technology plays in this process. ^(T4, M1, M3, S2)	

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Unit 4: Ready Skills: Economics

Competency 1: Understand the economic principles and concepts fundamental to entrepreneurship and small-business ownership. (DOK1 CEE6, NFTE2, NFTE12, NFTE14, NFTE15, NBEA4)

Suggested Enduring Understandings

1. Students will understand the relationship between basic business concepts and the economy.
2. Students will understand the differences in market systems and command systems.

Suggested Essential Questions

1. How can the role of government help or hinder entrepreneurship and economic growth?
2. How does a free enterprise system encourage innovation?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Define and analyze basic entrepreneurship concepts, the economic way of thinking, cost-profit relationships, economic indicators/trends, economic systems, and international concepts. (DOK2)</p>	<p>a. Discuss economy and the economic way of thinking.</p> <p>Have students create a skit about the economic way of thinking.</p> <p>Have the students decide on a business they would like to create and weigh the pros and cons of their business idea. Have the students write a 1-page report of their research. (E2, M2, W1, W2, W4, W5, CS3, CS4, T4)</p>	<p>a. Assess the students using the Role-play Rubric.</p> <p>Assess the students using the Written Report Rubric.</p>
<p>b. Identify supply, demand, competition driven by demand, monopolies, market share, mindshare, free market economy and command economy. (DOK1)</p>	<p>b. Discuss supply, demand, and competition driven by demand, monopolies, market share, and mindshare.</p> <p>Discuss free market economy and command economy.</p> <p>Have the students write a report on a current event that involves price increase or price gouging.</p> <p>Have the students create and present posters of various free market and command systems across the world. (M2, M3, CS2, T1)</p>	<p>b. Assess the students using the Written Report Rubric.</p> <p>Assess the students using the Poster Assessment Rubric.</p>
<p>c. Understand the roles of profit and risk, the function of price, trends in the global marketplace, characteristics of a market economy, and</p>	<p>c. Discuss profit, risk, price, trends, in the global marketplace, characteristics of a market economy, and the role of government in business.</p> <p>Discuss the pros and cons of a franchise business. Have the students research the pros</p>	<p>c. Assess the students using the Written Report Rubric.</p>

the role of government in business. ^(DOK2)

and cons of a franchise from websites such as:
<http://www.entrepreneur.com/franchises>

Have the students watch a video such as John Stossel’s video, “Is America #1?”
<http://www.youtube.com/watch?v=PZpDjxIPpFc>

Have the students to prepare a one-page report to compare and contrast the role of government and ease of entrepreneurship for India, Hong Kong, and the United States. ^(E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, W2, W4, W5, CS2, T3, T4)

Competency 2: Determine if a business strategy is successful. ^(DOK1 CEE6, NFTE6, NFTE12, NFTE14, NFTE15, NBEA4)

Suggested Enduring Understandings

1. Students will be able to know the processes of creating and running a business.
2. Students will be able to differentiate the costs involved in creating a business.
3. Students should be able to write a business plan.

Suggested Essential Questions

1. What are the characteristics of a successful entrepreneurial business?
2. What are the various costs involved in starting a business?
3. How do you calculate basic business calculations to properly run a business?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Know how to calculate gross profit, cost/profit/loss and return on Investment and calculate currency exchange rates. ^(DOK2)	a. Explain gross profit and discuss whether baseball players are paid too much. Refer to a website such as: www.econedlink.org/lessons and link to: Baseball Economics 101. Discuss cost, profit, and loss. Refer to a website such as: www.econedlink.org/lessons and link to: The Lemonade Stand. ^(M2, M3)	a. Teacher Discussion
b. Identify a unit of sale in different types of businesses, determine the cost of labor as factored into the unit of sale and determine price per unit to compare prices ^(DOK2)	b. Discuss manufacturing, wholesale, retail, service, and combination businesses. Divide the class into two groups. Ask each group to debate whether the First American Industrial Revolution really was a revolution. Refer to a website such as: http://edsitement.neh.gov , lesson plan 421. Ask the students to present their findings. ^(T2, T6)	b. Assess the students using the Group Presentation Assessment Rubric .
c. Understand fixed costs, variable costs, profits, losses, ROI, EOU, saving, and, and differentiate between different funding sources. ^(DOK2)	c. Discuss fixed costs, variable costs, profits, losses, ROI, EOU, saving, and, and different funding sources. Have the students create a business specifying details such as start-up costs and funding. They should write their findings to be included in a business plan. ^(M1, M2, M3, W2, W3, W4, W5, T3, T4)	c. Assess the students using the Written Report Rubric .

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Unit 5: Ready Skills: Financial Literacy

Competency 1: Investigate the incorporation of a business. (DOK1 CEE7, CEE9, NFTE6, NFTE7, NFTE9, NFTE13, NBEA5, NBEA6)

Suggested Enduring Understandings

1. Students will understand the process for funding a business.
2. Students will understand why businesses incorporate.
3. Students will be able to trace the process of selling stocks and distinguish the primary and secondary markets.

Suggested Enduring Understandings

1. What resources can be used to help start up a business?
2. How do public corporations sell their stock?
3. What is the role of the Small Business Administration in helping entrepreneurs start a business?

Suggested Performance Indicators	Suggested Performance Indicators	Suggested Performance Indicators
a. Identify and compare corporation, stock holders, board of directors, dividends, corporate liability. <small>(DOK1)</small>	a. Discuss corporations, stock holders, board of directors, dividends, corporate liability. Invite a business leader to speak about corporations and corporate responsibility. <small>(CS3)</small>	a. Identify and compare corporation, stock holders, board of directors, dividends, corporate liability. <small>(DOK1)</small>
b. Investigate the resources and determine cash needs for funding an entrepreneurial venture, and interpret financial statements.	b. Discuss funding sources and the Small Business Administration (SBA). Have the students visit the SBA Website. Have the students create financial statements for their business. Have them add this to their business plan. <small>(T1, T3)</small>	b. Class discussion Assess the students using the Written Report Rubric .

Competency 2: Compare personal money-management concepts, procedures and strategies. (DOK2, CEE7, NFTE6, NFTE7, NFTE13, NFTE14, NBEA4, NBEA5, NBEA6)

Suggested Enduring Understandings

1. Students will understand basic money management principles.
2. Students will be able to analyze the costs and benefits of the stock market.
3. Students will be able to use various mathematical operations to compare and contrast financial services such as car loans and mortgages.

Suggested Essential Questions

1. What mathematical calculations are helpful in managing money?
2. What are the benefits of long term investing in stocks and mutual funds over savings accounts?
3. What are the various resources that can be used to aid in the search for cars or homes?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Analyze money basics, financial services, and personal money management, and calculate financial mathematical operations, using percentages and rounding numbers. (DOK2)</p>	<p>a. Discuss money basics, financial services, and personal money management.</p> <p>Assign each student a specific car to research. Have them compare and contrast different car loans for the specific car and write a one-page report about the loan types. (M1, M3, M4, W2, W4)</p>	<p>a. Class discussion</p> <p>Assess the students using the Written Report Rubric.</p>
<p>b. Use problem solving creatively, interpret graphs and charts, and use diagrams to develop strategies. (DOK2)</p>	<p>b. Divide the class into groups. Give each group a certain amount of play money. Ask them to pretend to take a vacation as a group with this amount of money. They must make decisions about how to spend the money. Refer to a website such as: http://econedlink.org and lesson titled, "The Higher You Climb, the More You Pay." Have the students present their findings to the class. (M1, M2, CS3, T1, T2, T3, T4)</p>	<p>b. Assess the students using the Group Presentation Assessment Rubric.</p>

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Unit 6: Ready Skills: Professional Development

Competency 1: Understand the concepts and strategies needed for career exploration, development, and growth. (DOK1, CEE8, NFTE8, NFTE10, NBEA7)

Suggested Enduring Understandings

1. Students will understand the impacts of education, travel, developing hobbies, and life-long learning on success in the workplace.
2. Students will be able to distinguish different entrepreneurial career opportunities.

Suggested Essential Questions

1. What are potential ways to broaden student paradigms for business ideas and opportunities?
2. What is the role of education in entrepreneurial success?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Assess the importance of educational attainment in an entrepreneurial venture and compare the credibility of workers with education and certifications. <small>(DOK1)</small>	<p>a. Discuss the role of education and certifications in small business success, potential business financing, and in customer perceptions of businesses.</p> <p>Invite business owners to discuss the impact of their education on their business.</p> <p>Invite lenders to the class to discuss the impact of education and certification on potential business financing. <small>(CS3)</small></p>	<p>a. Class discussion</p> <p>Teacher created written exam with open-ended questions.</p> <p>Assess the students using the Guest Speaker Activity Rubric.</p>

<p>b. Compare career planning skills and job-seeking skills, and practice appropriate business interviewing skills. ^(DOK2)</p>	<p>b. Discuss career opportunities and levels of education and experience required for entry and advancement in these sectors.</p> <p>Break the students into groups and assign career paths to each group. Have the groups research these paths and present them to the class.</p> <p>Discuss the importance of proper attire, punctuality, and following up in the interview process.</p> <p>Separate the class into pairs. Ask the students to role play interviewing each other. (CS3)</p>	<p>b. Class discussion</p> <p>Assess the students using the Group Participation Rubric.</p> <p>Assess the students using the Role-Play or Skit Rubric.</p>
<p>c. Understand the concept of writing for social interaction. ^(DOK3)</p>	<p>c. Discuss the use of invitations and RSVP in business operations.</p> <p>Discuss the use of social interaction as networking and marketing of the business.</p> <p>Have the students compose an invitation to a business function such as a ground breaking ceremony or a ribbon cutting. ^(W1, W2, W3, W4, W5 CS3)</p>	<p>c. Class discussion</p> <p>Teacher created written exam with open-ended questions.</p> <p>Assess the students using the Writing Rubric.</p>

Competency 2: Recognize business organizations and their importance to entrepreneurs. ^(DOK3, CEE8, NFTE8, NFTE10, NBEA7)

Suggested Enduring Understandings

1. Students will identify local business organizations that can provide information and support to small businesses and emerging entrepreneurs.
2. Students will identify opportunities for civic engagement as business owners.

Suggested Essential Questions

1. What resources exist in the community that assists in small business development, improvement, and advancement?
2. How do civic organizations such as a chamber of commerce affect business success?
3. What is the role of civically related activities such as cause-related marketing in business success?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Understand the importance of business incubators and the importance of having and being a mentor. ^(DOK2)</p>	<p>a. Discuss business incubators, their features, functions, and benefits.</p> <p>Visit an incubator and/or invite a representative from the incubator to visit the class.</p> <p>Discuss mentorship, the qualifications for mentorship, and the benefits of having and being a mentor.</p>	<p>a. Class discussion</p> <p>Assess students using the Guest Speaker Activity Rubric.</p> <p>Use the Portfolio Rubric to assess the students</p>

	Have students develop a board of advisors including mentor(s). Add this to their individual portfolio. ^(T2)	
b. Investigate social networking through the Internet, and civic and social organizations. ^(DOK1, NFTE10)	b. Discuss social networking. Discuss the impact of effective social networking through the Internet, civic, and social organizations on business and community success. ^(T2)	b. Teacher observation Class discussion
c. Explore area recycling programs and other community-related or civic issues and activities. ^(DOK1)	c. Discuss current community and civic issues and how these impact local business success. Discuss opportunities to participate in community- and civic-related issues and activities. Discuss the recycling process. Invite local business leaders to discuss with the class their involvement in these issues and activities. ^(T2)	c. Class discussion. Teacher created written exam. Assess students using the Guest Speaker Activity Rubric.
d. Compare local cause-related marketing strategies. ^(DOK3)	d. Discuss how cause-related marketing can support a business's competitive advantage. Discuss how to support the community through business ownership and operations. Discuss the difference between public relations and advertising. Discuss the advantages of developing good will. ^(T2, T3, T4)	d. Class discussion Teacher created exam with open ended questions.

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What do employers expect from me? [Poster]. (Available from TechPrep Office, Mississippi Department of Education, P.O. Box 771, Jackson, MS 39205)

Unit 7: Business Functions: Financial Management

Competency 1: Understand financial concepts and tools used in making business decisions. (DOK2) CEE7, CEE9, CEE13, NFTE6, NFTE7, NFTE9, NBEA5, NBEA6

Suggested Enduring Understandings

1. Students will understand the use of accounting and financial management tools.
2. Students will be provided training in basic accounting software such as QuickBooks or Excel.

Suggested Essential Questions

1. How are accounting and financial management tools used in successful small business operation?
2. What kind of business decisions can be made using financial statements?
3. What role does estimating play in small business operation?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Understand accounting tools, finance tools, and money management. (DOK2)	<p>a. Discuss various financial statements accounting tools, finance tools, and money management tools and the purpose of each in small business.</p> <p>Invite accounting professionals to discuss the importance of sound fiscal management practices in their businesses.</p> <p>Give one student play money and have other students ask for money for various business reasons. After the student has given away all the money, ask him/her to account for it all. This will lead to a discussion about the importance of keeping financial records.</p> <p>Have the students define terms related to financial statements. (M1, M2, CS3)</p>	<p>a. Class discussion</p> <p>Assess the students using the Guest Speaker Activity Rubric.</p> <p>Teacher created exams using selected accounting software or other comparable assessment.</p> <p>Assess the students using the Sample Financial Terms List.</p>
b. Understand financial spreadsheet formulas. (DOK1)	<p>b. Discuss the various financial spreadsheet formulas and the purpose of each.</p> <p>Have the students use accounting or business management software as a means to analyze and improve their business. (T2, T5, T6)</p>	<p>b. Class discussion</p> <p>Teacher created exams using selected accounting software or other comparable assessment</p>
c. Use mental math, numeration, and operations for financial management. (DOK2)	<p>c. Discuss the strategies of mental math, numeration, and operations for financial management in small business ownership.</p> <p>Discuss the use of estimates in certain business types and situations. These would</p>	<p>c. Class discussions</p> <p>Teacher created exam using estimations.</p>

include service business and contractors where estimates are required (ex.: timber and yard services).^(M1, M3, M4)

Competency 2: Understand accounting fundamentals. ^(DOK3, CEE7, CEE9, CEE13, NFTE6, NFTE7, NFTE9, NFTE13, NBEA5, NBEA6)

Suggested Enduring Understandings

1. Students will understand the importance of sound accounting practices in the operation of successful small businesses.
2. Students will be provided training in basic accounting software such as QuickBooks or Excel.

Suggested Essential Questions

1. What are effective accounting practices?
2. How can analysis of financial records improve business success?
3. How does the use of sound daily accounting practices impact small business success?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify types of business records. ^(DOK1)	<p>a. Discuss the types of business records.</p> <p>Where available, have the students use accounting or business management software to create and manage business records.</p> <p>Discuss the purposes of receipts, invoices, purchase orders, and packing slips.</p> <p>Discuss the types of income statements, balance sheets, and cash flow statements.</p> <p>Invite business owners to discuss with the students the role of these accounting practices in their business operations.^(M3, M4, T5, T6)</p>	<p>a. Class discussion</p> <p>Teacher created exam using selected accounting software or other comparable assessment.</p> <p>Assess the students using the Guest Speaker Activity Rubric.</p>
b. Set up business records such as, receipts, invoices, income statements, balance sheets, and cash flow statements. ^(DOK2)	<p>b. Discuss the necessity of using sound accounting policies and practices.</p> <p>Using their fictional or actual business accounts, have students use (where available) accounting or business management software to create and manage income statements, balance sheets, and cash flow statements.^(M1, M2, M3, T5, T6)</p>	<p>b. Class discussion</p> <p>Teacher created exam using selected accounting software or other comparable assessment.</p>
c. Understand profit margin, same size analysis, and projected income. ^(DOK3)	<p>c. Discuss the concepts of profit margin, same size analysis, and projected income.</p> <p>Have the students conduct research on businesses similar to theirs within their target market to ascertain the potential for return on their investment. Have the students present their</p>	<p>c. Class discussion</p> <p>Teacher created exam using selected accounting software or other comparable assessment.</p> <p>Assess the students using the Guest</p>

research to the class. (M1, M2, M3, M4, M5, T3, T6)

**Speaker Activity
Rubric.**

References

Mariotti, S. (2006). *Entrepreneurship: How to start and operate a small business*. New York: The National Foundation for Teaching Entrepreneurship, Inc. (NFTE).

Unit 8: Business Functions: Human Resources Management

Competency 1: Investigate indicators of effective workplaces. (DOK2, CEE10, NFTE10, NBEA7)

Suggested Enduring Understandings

1. Students will understand the process of creating an effective working environment.
2. Students will understand the basis of non-discriminatory practices and workplace management.

Suggested Essential Questions

1. What is an effective working environment?
2. How does team building impact the creation of an effective workplace?
3. What laws govern non-discriminatory practices and workplace management?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Express knowledge of workers and their needs, comparing safety in working environments. <small>(DOK2)</small>	<p>a. Discuss various worker needs, including but not limited to accommodations, ergonomics, and other special workplace needs and support.</p> <p>Discuss the roles of various government agencies and their impact and influence on creating a safe working environment.</p> <p>Discuss standards established by the U.S. Department of Labor’s Occupational Safety and Health Administration (OSHA) for the workplace.</p> <p>Discuss the Department of Health standards appropriate for various types of business (i.e. food handling).</p> <p>Invite business leaders from different businesses to explain worker safety and how they conduct safety training in their work environment. <small>(W1, W3, W4, W5, CS3)</small></p>	<p>a. Class discussions</p> <p>Teacher created quiz with open-ended questions.</p> <p>Assess students using the Guest Speaker Activity Rubric.</p>
b. Understand team building and be able to explain the benefits of building networks. <small>(DOK2)</small>	<p>b. Discuss effective ways to create an effective business team.</p> <p>Discuss the importance of starting and maintaining an active social/business network</p>	<p>b. Class discussions</p> <p>Evaluate the students using the Teamwork</p>

	<p>database. Assist students in creating a network database.</p> <p>Conduct team building exercises designed to develop effective communication and problem solving skills. (i.e. http://www.wilderdom.com)</p> <p>Provide students with case studies about business team building. Have the students work in teams to analyze the case studies, developing ways to build a business and a team. ^(CS3, T2)</p>	Rubric.
<p>c. Understand the concepts of diversity and cultural differences, and investigate the Americans with Disabilities Act. ^(DOK2)</p>	<p>c. Discuss the concepts of diversity and cultural differences. Invite students to share their cultural differences. Discuss how diversity and cultural sensitivity affect international business and marketing.</p> <p>Have the students research business and cultural practices in other countries and present their findings to the class.</p> <p>Discuss the Americans with Disabilities Act, its history, and its impact on labor.</p> <p>Discuss strategies to accommodate employees and customers with disabilities in the workplace. See: http://www.ada.gov/ and http://www.ada.gov/smbustxt.htm ^(E3, E4, R2, R3, W4, W5, CS3, T6)</p>	<p>c. Class discussions</p> <p>Teacher created exam</p> <p>Assess students' presentations with the Presentation Rubric</p>
<p>d. Research ways to deal with criticism, develop listening skills, and understand harassment in the workplace. ^(DOK2)</p>	<p>d. Discuss the role of constructive criticism and feedback in effective business building.</p> <p>Discuss effective listening skills.</p> <p>Discuss harassment in the workplace and strategies to reduce harassment in the workplace. http://www.fcc.gov/owd/understanding-harassment.html ^(CS1, CS3)</p>	<p>d. Class discussions</p> <p>Teacher created exam</p>

Competency 2: Understand the concepts, systems, and strategies needed to acquire, motivate, develop and

terminate staff. (DOK2) CEE10, NFTE10, NBEA7

Suggested Enduring Understandings

1. Students will understand human resource concepts of staff acquisition, management, and termination.
2. Students will be able to identify leadership and management styles.

Suggested Essential Questions

1. What are effective recruitment practices?
2. What impacts do staff training and development have on the creation and maintenance of an effective workplace?
3. What are the different types of termination (firing versus lay-offs)?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Research organizing, staffing, training/development, morale/motivation, and evaluation. (DOK2)	<p>a. Discuss effective leadership/managerial styles and the pros and cons of each.</p> <p>Discuss techniques of staff motivation and getting the most out of employees.</p> <p>Define and discuss employee evaluation techniques.</p> <p>Break the students into small groups. Let them choose a leadership/managerial style and role play it for the class. Let the rest of the class decide which leadership/managerial style it is. (CS1, CS3, T4)</p>	<p>a. Class discussion</p> <p>Assess the students using the Role Play Rubric.</p>
b. Understand hiring employees and building teams within a business. (DOK1)	<p>b. Define and discuss the steps in the recruitment process.</p> <p>Discuss the laws and protocols associated with human resource management, specifically, the hiring of new personnel (i.e. job posting, notification, non-discriminatory practices, etc.)</p> <p>Invite a guest speaker from a local business to inform students of the signs and symptoms of problem employees and to discuss strategies for improving employee performance. Ask the speaker to discuss laws related to hiring and termination of employees including due process. Have each student write a summary of what he or she learned. (E1, E2, W2, W3, W4, W5, CS3)</p>	<p>b. Class discussion</p> <p>Assess the students by observing contributions to class discussions and participation in activities. Use the Group Participation Rubric.</p> <p>Assess students using the Guest Speaker Activity Rubric.</p>
c. Research monitoring achievement within an organization. (DOK1)	<p>c. Discuss mechanisms for conducting ongoing evaluation of employee achievement.</p> <p>Discuss the pros and cons of performance evaluation in the workplace. (CS3, T3, T4)</p>	<p>c. Class discussion</p> <p>Teacher observation</p> <p>Teacher created exam</p>

References

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Unit 9: Business Functions: Marketing

Competency 1: Identify the four Ps of marketing (product, place, price, promotion). (DOK2, CEE12, NFTE11, NFTE12, NBEA8)

Suggested Enduring Understandings

1. Students will identify and understand the elements of the marketing mix.
2. Students will develop strategies and development of each area of the marketing mix.

Suggested Essential Questions

1. Why is it important to develop a marketing mix within a business?
2. How does continued marketing help the development of a business?
3. How do developing strategies help enhance the components of the marketing mix?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Compare the place where the business is located and all aspects of the competition. <small>(DOK2)</small>	<p>a. Discuss the advantages and disadvantages of the location of a business. Discuss when a business should relocate or not.</p> <p>Identify the direct and indirect competition of a company, determine how they operate and determine their products and services and pricing strategy.</p> <p>Ask a local business leader to talk to the class about business competition and their marketing strategies. <small>(CS3)</small></p>	a. Class discussion. Assess the students using the Guest Speaker Activity Rubric .
b. Understand market research, market share via marketing, market analysis, and marketing plan. <small>(DOK2, NFTE12)</small>	<p>b. Explain how the marketing strategies help develop a company's market share.</p> <p>Research ways to determine a company's market (size, trends, characteristics, and growth rate).</p> <p>Identify the two major parts of the marketing plan;</p>	b. Class discussion. Teacher observation. Assess the students using the Written Report Rubric .

marketing goals and strategies in reaching those goals.

Ask the students to develop a marketing plan for their company. Let them include all aspects of the company's market. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, W2, W4, W5)

<p>c. Understand the types of advertising and recognize the value of good advertising compared to poor advertising. (DOK1)</p>	<p>c. Identify the cost and benefits, and purposes of different types of advertising.</p> <p>Identify different forms of advertising and explain the advantages and disadvantages of each type. Discuss the purposes and benefits of using a website, business cards, and information brochures to promote a company's image.</p>	<p>c. Class discussion.</p> <p>Assess the students using the Guest Speaker Activity Rubric.</p>
<p>Ask an advertising professional to come to the class and discuss the variety of ways that companies use different forms of advertising to promote products or services. (CS3)</p>		
<p>d. Show product/service creation, marketing-information management, promotion, pricing, and selling. (DOK2)</p>	<p>d. Identify and explain the understanding of how and why a target market needs to be determined for products and services.</p> <p>Have the students research several companies (such as Chevy Nova, Karen's Korner, The Snuggie) and develop a report comparing and contrasting the similarities and differences between names and products offered. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, W2, W4, W5)</p>	<p>d. Assess the students using the Written Report Assessment Rubric.</p>

Competency 2: Understand the concepts, processes, and systems needed to determine and satisfy customer needs/wants/expectations, meet business goals/objectives, and create new product/service ideas.
(DOK3, CEE3, CEE12, NFTE12, NBEA8)

Suggested Enduring Understandings

1. Students will demonstrate an understanding of market research.
2. Students will identify and understand the determination of a target market and its importance.
3. Students will understand predictions of trends in the marketplace

Suggested Essential Questions

1. How does marketing research affect a company and their products or services?
2. What are the characteristics of a target market?
3. How do trends play a role in the marketing mix?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Understand customer needs, the importance</p>	<p>a. Discuss customer needs. Have the students research and identify the components that determine the</p>	<p>a. Class discussion.</p> <p>Assess the students</p>

of the demographics of buyers, and all aspects of selling. ^(DOK2)	demographics of a particular market. Have the students list and explain the different characteristics of the selling process. Have the students develop a survey to determine the needs and wants of their peers in their class, and then write a 1-page summary of their findings. ^(E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, W2, W4, W5)	using the Written Report Rubric.
b. Research reaching, keeping, and increasing the market, and import/export opportunities. ^(DOK2)	b. Discuss why it is important to investigate the opportunities of importing and exporting as it pertains to certain company ventures. Have the students identify the purpose of reaching the target market for their product or service, through market research and data collecting. ^(CS3)	b. Class discussion.
c. Understand predicting trends in the global marketplace. ^(DOK3)	c. Discuss current trends in the global marketplace, and how these trends can be predicted. Assign a product or service to student groups. Have the students research and present their findings of these trends. ^(E1, E2, E3, R3, R4, R5, W2, W3, W4, W5, CS4, T3)	c. Class discussion. Assess the students using the Presentation Rubric.

Competency 3: Explore inventions and innovations. ^(DOK1, CEE12, NFTE11, NFTE12, NBEA8)

Suggested Enduring Understandings

1. Discuss the purposes of patents, trademarks, and copyrights.
2. Discuss how inventions and modifications to exiting products affect the product life cycle.
3. Discuss how creativity and innovation helps business growth and development.

Suggested Essential Questions

1. What affects do patents, trademarks and copyrights have on a company's competition?
2. What affects does the product life cycle have on a company?
3. Why does creativity play a role in the productivity of a company and its image?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss patents, trademarks, intellectual property. ^(DOK1)	a. Explain the purpose and importance of trademarks and patents on products. Discuss why a company's creative thinking and teamwork helps develop the concept of productive and innovation. ^(CS3, T3)	a. Class discussion.
b. Discuss intelligence and hard work, innovative thinking, and the innovation supply chain.	b. Demonstrate how creativity helps in the continued development of products or services. Explain how modifications and quality of work help	b. Class discussion. Assess the students using the Guest Speaker Activity

(DOK1)

determine where a product is in the product life cycle.

Rubric.

Explain that dreaming big, writing down ideas, conducting research, and prototypes will help with a proof of concept.

Ask an inventor/entrepreneur to speak to the class. Ask him or her to explain their thoughts on intellectual property. ^(CS3, T3)

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Unit 10: Business Functions: Operations and Strategic Management

Competency 1: Estimate the start-up expenses of an entrepreneurial business. (DOK3, CEE1, CEE3, CEE15, NFTE1, NFTE2, NFTE15, NBEA1, NBEA4)

Suggested Enduring Understandings

1. Students will develop an understanding of the types of financing that are available.
2. Students will be able to determine the type of accounting method to use in a specific business.
3. Students will be able to identify the procedures involved in staffing a business.
4. Students will examine the roles and responsibilities of business leaders.

Suggested Essential Questions

1. Why is it important to be aware of the different ways to offset the start-up expenses of a business?
2. How do good accounting practices affect a business operation?
3. How does customer service and staff management play a role in being a competitive business?
4. What is the role of local business leaders in his or her community?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Predict the competitive advantage of an entrepreneurial business. <small>(DOK3)</small>	a. Discuss competitive advantage. Have the students research local businesses and the methods and practices that are used by these businesses The students should then report their research in a one-page paper. <small>(E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, W2, W4, W5)</small>	a. Teacher observation Assess the students using the Written Report Rubric .
b. Understand the processes of business systems, channel management, purchasing/procurement, in order to facilitate daily operations. <small>(DOK1)CEE13</small>	b. Discuss the different processes involved in the daily operation of a business. Explain the developmental processes implementing these systems. Explain how the channel management affects the cost of a product.	b. Teacher observation Assess the students using the Role-play Rubric .

	Have the students role play the operations management systems of daily business operations. ^(T1, T2)	
c. Relate common entrepreneurial mistakes and ways to avoid them. ^(DOK2)	c. Discuss the importance of professionalism in the workplace. Invite a guest speaker to discuss the qualities they look for in job applicants.	c. Teacher observation Assess the students using the Group Participation Rubric.
	Have students debate the role of the business leader in a democratic society. ^(T1, T2, T4)	

Competency 2: Demonstrate the knowledge of good accounting and record keeping. ^(DOK2, CEE3, CEE7, CEE9, NFTE6, NFTE7, NFTE9, NFTE13, NBEA4, NBEA5)

Suggested Enduring Understandings

1. The student will demonstrate an understanding of why and how taxes are used.
2. The student will demonstrate an understanding of why and how insurance is used.
3. The student will demonstrate the use of balance sheets and income statements in a business.
4. The student will demonstrate the use of purchase orders and invoices in a business.

Suggested Essential Questions

1. Why is it important to know how insurance and taxes are used?
2. How can petty cash be used in a business?
3. Why is it important to accurately use balance sheets and income statements in a business?
4. Why is it important to use purchase orders and invoices in a business?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Show an understanding of taxes, why taxes are used, different tax forms used, and sources of tax assistance. ^(DOK1)	a. Discuss key tax terms. Show the students the Internet site: www.irs.gov . Discuss state and local taxes and how they are used. ^(T2, T3)	a. Vocabulary quiz of accounting terms. Teacher created quiz.
b. Show an understanding of insurance, why insurance is needed, and the different types of insurance. ^(DOK1)	b. Discuss how insurance protects a business, and the types of insurances a business needs. Have the students research different types of insurance and the consequences of not having insurance. Have them present their findings in a 1-page paper. ^(E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, W2, W4, W5)	b. Teacher observation. Assess the students using the Written Report Rubric.
c. Understand how to perform management operations using math formulas including percent of purchases, interest charges and	c. Explain the purpose and importance of budgeting. Have the students prepare a monthly budget using online resources including determining a salary for a selected career, cost of housing, transportation, insurance, utilities, and other	c. Class discussion. Teacher observation. Assess the students using the Role-play Rubric.

income tax rates. ^(DOK2)	expenditures.
<p>Have the students use financial software to maintain a check register, make comparisons of expenditures over a 3-month period, and review budgeting decisions.</p>	
<p>Have the students role play different scenarios about making decisions associated with money management, and explain the rationale for the decisions. ^(T2, T4)</p>	
<p>d. Understand how to calculate simple interest, rounding numbers and proportional reasoning, measurement, and reasoning. ^(DOK2)</p>	<p>d. Review and discuss methods using the website: www.finance.yahoo.com/banking-budgeting.</p> <p>Have the students explain the examples as related to real business sale prices, invoices, taxes and methods of payment. ^(M3, T4)</p> <p>d. Class discussion. Teacher observation.</p>

Competency 3: Understand the processes, strategies, and systems needed to guide the overall business organization. (DOK1, CEE3, CEE15, NFTE2, NBEA3)

Suggested Enduring Understandings

1. Students will understand a range of management styles.
2. Students will understand how to pay themselves and others within a business.
3. Students will understand the recruitment process.
4. Students will understand historical context of labor standards and practices.
5. Students will understand the costs and benefits associated with employing family and friends.

Suggested Essential Questions

1. What are the options for paying yourself?
2. What are the steps to recruiting employees?
3. What are the federal laws associated with labor standards and practices?
4. What are the costs and benefits of employing friends and family?
5. What are the six most common management styles?
6. How are these styles implemented in business?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Research planning and controlling and compare types of management styles. (DOK1)</p>	<p>a. Discuss ways to pay yourself as an entrepreneur and your employees.</p> <p>Discuss commission, dividend, salary, and hourly wage.</p> <p>Discuss the six management styles.</p> <p>Discuss the ten basic management functions of planning, organizing, leading, directing, staffing, controlling, coordinating, representing, innovating, and motivating. (M3, T4)</p>	<p>a. Class discussion</p> <p>Teacher created quiz</p>
<p>b. Research appropriate job descriptions, sales interviews, and good hiring practices. (DOK1)</p>	<p>b. Discuss with the students the steps in the recruitment process.</p> <p>Discuss the types of questions to ask potential employees during the interviewing and recruitment process.</p> <p>Ask a local business leader to come to the class and discuss anti-discrimination laws and their impacts on the interview and hiring process. (CS3)</p>	<p>b. Class discussion</p> <p>Assess the students using the Guest Speaker Activity Rubric.</p>

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Greene, C. L. (2009). *Entrepreneurship: Ideas in action (4th edition)*. Mason, OH: South-Western Cengage Learning.

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Unit 11: Business Plans

Competency 1: Develop and write a business plan. (DOK4, CEE1, NFTE1, NBEA1)

Suggested Enduring Understandings

1. Students will understand the importance of formulating a business plan.
2. Students will understand the components of a business plan

Suggested Essential Questions

1. What are the components of a business plan?
2. How will a good business plan affect the life of a business?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Distinguish places to seek business assistance such as from the IRS, SBDC, chambers, and competition. <small>(DOK1)</small>	a. Discuss the institutions that help businesses get started. Discuss federal, state, and local assistance that is available for entrepreneurs. <small>(T3,T4)</small>	a. Class discussion Use a teacher created written exam with open-ended questions to assess the students.
b. Understand the importance of formulating a business plan.	b. Discuss the importance of creating a business plan. Have the students identify and define the parts of a business plan and the impact each part has on the business plan as a whole. <small>(CS2, CS4, T4)</small>	b. Teacher Observation Class discussion Use a teacher-created written exam with open-ended questions to assess the students.
c. Prepare a business plan using word processing software. <small>(DOK4)</small>	c. Have students develop a business plan by using the resources available at the U.S. Small Business Association. http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business/writing-business-plan . <small>(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</small>	c. Assess student understanding by observing contributions to class discussions and participation in activities.

Competency 2: Develop supporting arguments for a business plan with details and evidence. (DOK2, NFTE15, NBEA3)

Suggested Enduring Understandings

1. Students will understand the parts of a business plan
2. Students will be able to defend their business plan ideas

Suggested Essential Questions

1. What are the essential plans that an entrepreneur needs to get started in a business?
2. What are investors seeking when looking at a business plan?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Interpret graphs, diagrams, and charts and use them to develop business strategies and present these to others. ^(DOK3)	a. Have the students look at various graphs, diagrams, and other data to come to a conclusion about the condition of a business. Have the students compile a business plan for a business of their choice. Use the components covered in the entire course. Have the students present their business plan to the class. ^(T4, M3, M4, M5)	a. Use the Business Plan Checklist to assess the students on their business plan. Use the Presentation Rubric to assess the students.
b. Research entrepreneurial exit strategies. ^(DOK2)	a. Discuss exit strategies among different types of businesses. Compare liquidation, selling the business, taking it public, mergers, and buy-outs. Have the students research and write a 1-page report about exit strategies for businesses. ^(E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, W2, W4, W5)	a. Class Discussion Use a the Writing Rubric to assess the students.

References

Greene, C. L. (2009). *Entrepreneurship: Ideas in action (4th edition)*. Mason, OH: South-Western Cengage Learning.

Mariotti, S. (2006). *Entrepreneurship: How to start and operate a small business*. New York: The National Foundation for Teaching Entrepreneurship, Inc. (NFTE).

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Introduction, Safety, and Orientation

1. Identify course expectations and school and course policies. ^(DOK1)
2. Demonstrate the proper use and care for classroom equipment. ^(DOK1)
3. Explore personality development and the classroom environment in relation to interpersonal skills, others, and the world of work. ^(DOK1)
4. Develop and incorporate 21st Century Skills throughout the Entrepreneurship course. ^(DOK3)

Unit 2: Entrepreneurial Skills

1. Define the concept of entrepreneurship and entrepreneurial opportunity. ^(DOK1)
2. Understand the concepts and processes associated with successful entrepreneurial performance. ^(DOK2)
3. Understand the risks and rewards of different types of businesses. ^(DOK2)

Unit 3: Ready Skills: Business Foundations and Communication Skills

1. Understand essential business concepts that affect business planning and decision making. ^(DOK2)
2. Develop effective listening, oral, non-verbal, and written communication skills. ^(DOK3)
3. Understand concepts, tools and procedures needed for basic computer operations and to access, process, maintain, evaluate, and disseminate information for good business decisions. ^(DOK2)

Unit 4: Ready Skills: Economics

1. Understand the economic principles and concepts fundamental to entrepreneurship and small-business ownership. ^(DOK1)
2. Determine if a business strategy is successful. ^(DOK1)

Unit 5: Ready Skills: Financial Literacy

1. Investigate the incorporation of a business. ^(DOK1)
2. Compare personal money-management concepts, procedures and strategies. ^(DOK2)

Unit 6: Ready Skills: Professional Development

1. Understand the concepts and strategies needed for career exploration, development, and growth. ^(DOK1)
2. Recognize business organizations and their importance to entrepreneurs. ^(DOK3)

Unit 7: Business Functions: Financial Management

1. Understand financial concepts and tools used in making business decisions. ^(DOK2)
2. Understand accounting fundamentals. ^(DOK3)

Unit 8: Business Functions: Human Resources Management

1. Investigate indicators of effective workplaces. ^(DOK2)
2. Understand the concepts, systems, and strategies needed to acquire, motivate, develop and terminate staff. ^(DOK2)

Unit 9: Business Functions: Marketing

1. Identify the four Ps of marketing (product, place, price, promotion). ^(DOK2)
2. Understand the concepts, processes, and systems needed to determine and satisfy customer needs/wants/expectations, meet business goals/objectives, and create new product/service ideas. ^(DOK3)
3. Explore inventions and innovations. ^(DOK1)

Unit 10: Business Functions: Operations and Strategic Management

1. Estimate the start-up of an entrepreneurial business. ^(DOK3)
2. Demonstrate the knowledge of good accounting and record keeping. ^(DOK2)
3. Understand the processes, strategies, and systems needed to guide the overall business organization. ^(DOK1)

Unit 11: Business Plans

1. Develop and write a business plan. ^(DOK4)
2. Develop supporting arguments for a business plan with details and evidence. ^(DOK2)

Appendix A: Suggested Rubrics and Checklists

Name: _____

Date: _____

Period: _____

Student Orientation Documents Checklist

- Acceptable Use Policy

- Student Responsibility Contract

- Web Page Policy

- Classroom Management Policy

- Technology Student Association (or other Career and Technical Student Organization) Membership Information

Name: _____

Date: _____

Period: _____

Group Participation Rubric

Project Title:

	1 point	2 points	3 points	4 points	Total
Group Discussions	Rarely contributed to discussions of the group	Contributed good effort to discussions of the group	Contributed great effort to discussions of the group	Contributed exceptional effort to discussions of the group	
On-Task Behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping Others	Did not assist other group members	Seldom assisted other group members	Occasionally assisted other group members	Assisted other group members	
Listening	Ignored ideas of group members	Seldom listened to ideas of group members	Occasionally listened to ideas of group members	Always listened to ideas of group members	
Total Score					

Name: _____

Date: _____

Period: _____

Guest Speaker Activity Rubric

	4 Points	3 Points	2 Points	1 Point	Points
Listening Behavior	Student consistently minimizes/avoids behaviors that interfere with listening and attends to the speaker.	Student minimizes/ avoids behaviors that interfere with listening and attends to the speaker almost all of the time.	Some inappropriate behaviors that interfere with listening and attending to the speaker are noted	Student seldom or never minimizes/avoids behaviors that interfere with listening and attending to the speaker.	
Note Taking	Student consistently takes notes that identify all of the main points made by the speaker.	Student notes identify most of the main points made by the speaker.	Student notes identify only one or two main points made by the speaker.	Student notes do not reflect main points made by the speaker.	
Questioning	Questions asked by the student are intended to expand on information provided by the speaker.	Questions asked by the student are intended to clarify information provided by the speaker.	Questions asked by the student cause the speaker to repeat information already presented	No questions are asked by the student.	
TOTAL					

Name: _____

Date: _____

Period: _____

Writing Rubric

Project Title:

Criteria					Points
	1 Point	2 Points	3 Points	4 Points	
Organization	The sequence of information is difficult to follow.	The reader has difficulty following the work because the student jumps around.	The student presents information in a logical sequence that the reader can follow.	Information is in a logical, interesting sequence that the reader can follow.	_____
Format and Sentences	The student did not follow the required format; plagiarism is depicted.	The student did not follow the format; the essay includes sentences that are unclear and incorrect.	The student followed the format; the article is attached; and the article is handwritten.	The student followed the format; the article is attached and typed.	_____
Grammar and Spelling	Demonstrates little concept of proper grammar usage and spelling	The presentation has three misspellings and/or grammatical errors.	The presentation has no more than two misspellings and/or grammatical errors.	The presentation has no misspellings or grammatical errors.	_____
Creativity	Work displays no creativity.	Work displays little creativity.	Work displays some creativity.	Work is very neat and creative.	_____
Due Date	Work turned in a week late	Work turned in 3 days late	Work turned in 1 day late	Work turned in on time	_____
				Total Points	

Name: _____

Date: _____

Period: _____

Safety Scenarios—What Would You Do?

Scenario 1: Juan comes into class after lunch and sits at his desk. He is exhausted from playing basketball at lunch, so he puts his head down on his desk. He feels something on his face and realizes that it is some broken glass. Someone in the previous class must have broken a test tube. What should the students from the previous class have done differently?

Scenario 2: Veronica is working with a Bunsen burner (open flame). Her hair swings down and lands in the flame. What should she have done before she lit the Bunsen burner?

Scenario 3: Ms. Patterson has given you very specific directions on how to complete a lab experiment. Your lab partner is curious and wants to see what will happen if you add 30 drops of indicator to a solution instead of 2 drops. What should you tell your partner?

Scenario 4: During a lab, Edgar realizes that his pencil needs to be sharpened, so he gets up to sharpen it. His partner gets bored without him, so he gets up to go see how other experiments are going. Someone at another table gets up to get a paper towel because her hands are getting messy. Adriana has Ms. Patterson's permission to get up and get a beaker. As she walks back to her seat, Edgar's pencil breaks again, so he pushes out his chair to go back to the sharpener. This trips Adriana, and she breaks the beaker. How could this have been avoided?

--

Scenario 5: Today is the first day that the class is working on modules. In the Thermal Unit, there is a certain type of wax that must be used along with gloves and a lighter for safety. While checking the equipment inventory, Stephanie noticed that the lighter was missing. She informed Ms. Patterson of the situation. Ms. Patterson instructed Stephanie to skip that particular experiment. Yet, because Stephanie was so excited about the experiment, she used the hot plate instead to light a piece of paper. She quickly threw the paper in the trash to avoid getting caught by the teacher. What rule did Stephanie break? What other hazards may occur from this incident?

Scenario 6: You are following all the rules and are being very careful, but you accidentally adjusted the pressure to high on the Pneumatic Module. You placed your safety glasses on your forehead instead of putting them on. What are some possible incidents that could occur? How would you handle them? What if you were following all the rules and a tube accidentally loosens? What would you do?

Scenario 7: You are the division head for a large chemical plant that is part of a Fortune 500 company. Because of the nature of your business, there are a number of medical facilities on site to handle medical emergencies and accidents. You learn through the grapevine that a nurse stationed at one of the infirmaries has been diagnosed with the AIDS virus and that some employees are worried. How would you handle this situation?

Name: _____

Date: _____

Period: _____

OSHA Standards in the Workplace

CATEGORY	4 Points	3 Points	2 Points	1 Point	Score
Content – Accuracy	At least 7 accurate facts are displayed on the poster.	5 to 6 accurate facts are displayed on the poster.	3 to 4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.	
Graphics – Clarity	Graphics are all in focus, and the content is easily viewed and identified from 6 ft away.	Most graphics are in focus, and the content is easily viewed and identified from 6 ft away.	Most graphics are in focus, and the content is easily viewed and identified from 4 ft away.	Many graphics are not clear or are too small.	
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but one of the required elements are included on the poster.	Several required elements are missing.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.	
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.	
Total					

Name: _____

Date: _____

Period: _____

Rate yourself from 1 to 5, with 1 being the lowest and 5 being the highest, using the following indicators.

Interview Video Checklist

_____ Makes eye contact with interviewer(s)

_____ Answers questions with full sentences

_____ Answers questions succinctly without getting off topic

_____ Presents self professionally (body posture, clothing, etc.)

_____ Refers to resume or portfolio when answering questions

_____ Brings extra copies of resume and portfolio to interview

_____ Successfully outlines strengths without appearing boastful

_____/35

Key

30–35: You've got the job!

25–29: You're one of the top candidates.

20–24: You looked pretty good. Maybe if no one else applies, you will get the job.

15–19: You are not in consideration for the job.

7–14: You must improve your interviewing skills if you want a job.

Name: _____

Date: _____

Period: _____

Presentation Rubric

CATEGORY	4 Points	3 Points	2 Points	1 Point	Score
Voice-Consistency	Voice quality is clear and consistently audible throughout the presentation.	Voice quality is clear and consistently audible throughout the majority (85–95%) of the presentation.	Voice quality is clear and consistently audible through some (70–84%) of the presentation.	Voice quality needs more attention.	
Duration of Presentation	Length of presentation is 3 minutes.	Length of presentation is 2 minutes.	Length of presentation is 1 minute.	Presentation is less than 1 minute OR more than 3 minutes.	
Grammar	Grammar and usage are correct (for the dialect chosen) and contribute to clarity, style, and character development.	Grammar and usage are typically correct (for the dialect chosen) and errors do not detract from the story.	Grammar and usage are typically correct, but errors detract from story.	Repeated errors in grammar and usage distract greatly from the story.	
Voice-Pacing	The pace (rhythm and voice punctuation) fits the story line and helps the audience really get into the story.	Presenter occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.	The presenter tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.	There is no attempt to match the pace of the storytelling to the story line or the audience.	
Total					

Name: _____

Date: _____

Period: _____

Role-play Rubric

	Excellent 4 Points	Good 3 Points	Needs Some Improvement 2 Points	Needs Much Improvement 1 Point	Score
Relates to audience					
Provides a fluent rendition of scenario					
Role-plays scenario with feeling and expression					
Varies intonation					
Presents characters appropriately					
Gives the scenario its full range					
Breaches easily identified					
Total Score					

Scale:

24–28 A Excellent

19–23 B Good

14–18 C Needs Some Improvement

9–13 D Needs Much Improvement

0–12 F Not Appropriate

TOTAL = _____

Name: _____

Date: _____

Period: _____

Teamwork Rubric

Project Title:

	1 point	2 points	3 points	4 points	Total
Group Discussions	Rarely contributed to discussions of the group	Contributed good effort to discussions of the group	Contributed great effort to discussions of the group	Contributed exceptional effort to discussions of the group	
Teamwork Behavior	Exhibited teamwork inconsistently	Exhibited teamwork some of the time	Exhibited teamwork behavior most of the time	Exhibited teamwork behavior consistently	
Helping Others	Did not assist other group members	Seldom assisted other group members	Occasionally assisted other group members	Assisted other group members	
Listening	Ignored ideas of group members	Seldom listened to ideas of group members	Occasionally listened to ideas of group members	Always listened to ideas of group members	
Completion	Did not work to complete the final product	Minimally worked to help complete the final product	Occasionally worked to ensure delivery and approval of final product	Efficiently and effectively worked to ensure delivery and approval of final product	
				Total Score	

Name: _____

Date: _____

Period: _____

Resume Rubric

	No Evidence 0 Points	Beginning 10 Points	Meets Standards 15 Points	Well Done 20 Points	Excellent 25 Points	
Format	Assignment was not submitted.	Contains minimal information; more than four spelling errors.	Contains at least five of the criteria; no more than four spelling errors.	Contains at least six of the criteria; no more than two spelling errors.	Resume contains name, address, objective, education, experience, and references. All words are spelled correctly.	
Education	Assignment was not submitted.	Education includes one of the criteria.	Education includes two of the criteria.	Education includes three of the criteria.	Education includes all schools attended, graduation dates, diploma/degree awarded, and major field of study.	
Experience	Assignment was not submitted.	Experience includes current position only.	Experience includes one of the criteria.	Experience includes two of the criteria.	Experience includes internships, entry-level jobs, and current position.	
Factual	Assignment was not submitted.	Resume is unrealistic and contains conflicting information.	Resume has unrealistic dates or names.	Resume is fairly believable with factual names or dates.	Resume contains factual names and dates and is believable.	
Total Points						

Name: _____

Date: _____

Period: _____

Role-play or Skit Rubric

CATEGORY	4 Points	3 Points	2 Points	1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner.	Good character development; student contributed in a cooperative manner.	Fair character development; student might have contributed.	Little or no character development; student did not contribute much.	
Knowledge Gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why.	Can clearly explain several ways in which his or her character "saw" things differently than other characters.	Can clearly explain one way in which his or her character "saw" things differently than other characters.	Cannot explain any way in which his or her character "saw" things differently than other characters.	
Props	Used several props and showed considerable creativity.	Used one or two appropriate props that made the presentation better.	Used one or two props that made the presentation better.	Used no props to make the presentation better.	
Required Elements	Included more information than required.	Included all required information.	Included most required information.	Included less information than required.	
Total					

Name: _____

Date _____

Period _____

Portfolio Rubric

	4 Points	3 Points	2 Points	1 Point	Points
Contents	Portfolio contains all of the required materials.	Portfolio contains most of the required materials.	Portfolio contains some of the required materials.	Portfolio contains little of the required materials.	
Choice of Documentation	Samples show student progress and knowledge of general educational principles.	Samples show student progress and some knowledge of general educational principles.	Samples show some student progress and some knowledge of general educational principles.	Random selection of sample documents; no knowledge of general educational principles	
Organization	Portfolio is complete and neatly organized. A reader can easily find things.	Portfolio is well organized. A reader has little difficulty finding things.	Portfolio is fairly well organized. A reader may have a little difficulty finding things.	Portfolio shows some attempt at organization. A reader has difficulty finding things.	
Mechanics	There are no errors in spelling, punctuation, or grammar.	There are few errors in spelling, punctuation, or grammar.	Errors in spelling, punctuation, or grammar are evident.	Errors in spelling, punctuation, or grammar are numerous and detract from the portfolio.	
Overall Portfolio Impact	The portfolio effectively demonstrates the student's skills, abilities, and knowledge.	The portfolio helps to demonstrate the student's skills, abilities, and knowledge	The portfolio does little to demonstrate the student's skills, abilities, and knowledge.	The portfolio does not demonstrate the student's skills, abilities, and knowledge.	
TOTAL					

Name: _____

Date: _____

Period: _____

Poster Assessment Rubric

Project Title: _____

Criteria					Points
	1 Point	2 Points	3 Points	4 Points	
Required Content	Several of the required content elements are missing on the poster.	All except one of the required content elements are included on the poster.	All required content elements are included on the poster.	The poster includes all required content elements as well as additional information.	
Labels	The labels are too small to read or no important items were labeled.	Many of the items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all of the items of importance on the poster are clearly labeled with labels that are easy to read.	All items of importance on the poster are clearly labeled with labels that are easy to read.	
Attractiveness	The poster is distractingly messy or very poorly designed.	The poster is acceptably attractive though it may be a bit messy.	The poster is attractive in terms of design, layout, and neatness.	The poster is exceptionally attractive in terms of design, layout, and neatness.	
Grammar and Spelling	The poster demonstrates little concept of proper grammar usage and spelling	The poster has three misspellings and/or grammatical errors.	The poster has no more than two misspellings and/or grammatical errors.	The poster has no misspellings or grammatical errors.	
Creativity	The poster displays no creativity.	The poster displays little creativity.	The poster displays some creativity.	The poster is very neat and creative.	
				Total Points	

Name: _____

Date: _____

Period: _____

Group Presentation Assessment Rubric

Project Title:

Criteria					Points
	1 Point	2 Points	3 Points	4 Points	
Content	Confusing, incorrect, or flawed	Somewhat confusing, incorrect, or flawed	Mostly clear, appropriate, and correct	Clear, appropriate, and correct	
Clarity	No sequence	Unclear sequence	Logical sequence	Logical, interesting sequence	
Presentation	Mumbling and incorrect pronunciation	Low voice and incorrect pronunciation	Clear voice and mostly correct pronunciation	Clear voice and precise pronunciation	
Visual Aids	Weak, inaccurate, or many grammatical errors	Poorly planned, somewhat accurate, or some grammatical errors	Adequate, mostly accurate, and few grammatical errors	Attractive, accurate, and grammatically correct	
Length	Extremely too long or short	Moderately too long or short	Slightly too long or short	Appropriate length	
Participation	One main speaker with little participation from other group members	Most group members participate	All group members have significant participation	Well-balanced participation by all group members	
Eye Contact	No eye contact because reading information	Occasionally uses eye contact but reads most of information	Maintains eye contact most of time but frequently returns to notes	Maintains eye contact, seldom looking at notes	
				Total Points	

Name: _____

Date: _____

Period: _____

Written Report Rubric

Project Title: _____

Criteria					Points
	1 Point	2 Points	3 Points	4 Points	
Organization	The sequence of information is difficult to follow.	The reader has difficulty following the work because the student jumps around.	The student presents information in a logical sequence that the reader can follow.	Information is in a logical, interesting sequence that the reader can follow.	
Format and Sentences	The student did not follow the required format; plagiarism is depicted.	The student did not follow the format; the essay includes sentences that are unclear and incorrect.	The student followed the format; the article is attached; and the article is handwritten.	The student followed the format; the article is attached and typed.	
Grammar and Spelling	Demonstrates little concept of proper grammar usage and spelling	The presentation has three misspellings and/or grammatical errors.	The presentation has no more than two misspellings and/or grammatical errors.	The presentation has no misspellings or grammatical errors.	
Creativity	Work displays no creativity.	Work displays little creativity.	Work displays some creativity.	Work is very neat and creative.	
Due Date	Work turned in a week late	Work turned in 3 days late	Work turned in 1 day late	Work turned in on time	
				Total Points	

Name: _____

Date: _____

Period: _____

Sample Financial Terms List

Balance sheet

Income statement

Assets

Liabilities

Capital

Revenue

Expenses

Profit or loss

Gross profit

Net profit

Cash flow

Cost of goods sold

Accounting equation

Merchandise inventory

Accounts receivable

Accounts payable

Name: _____

Date: _____

Period: _____

Business Plan Checklist

- Name and description of the business
- Legal structure
- Owners and investors
- Location
- Hours of operation
- Description of the business
- Description of products and/or services
- How is this business different?
- Description of materials and suppliers
- Distribution plan
- Pricing/selling plan
- Industry regulations/licensing needed
- The market (trends, size, growth patterns)
- The typical customer

- Customer demographics
- Competitors' strengths and weaknesses
- Competitive advantage
- Advertising/marketing plan
- Management and key personnel
- Facilities
- Equipment
- Financial plan
 - Projected financial statements
 - Statement of collateral offered
 - Accounts receivable & notes payable
 - Income tax returns
 - Sources and uses of funds statement
 - Projected income statements
 - Monthly cash flow statements
- Resumes of principal owners and key employees

Appendix B: 21st Century Skills

CSS1-21st Century Themes

CS1 Global Awareness

1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

CS2 Financial, Economic, Business and Entrepreneurial Literacy

1. Knowing how to make appropriate personal economic choices
2. Understanding the role of the economy in society
3. Using entrepreneurial skills to enhance workplace productivity and career options

CS3 Civic Literacy

1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
2. Exercising the rights and obligations of citizenship at local, state, national and global levels
3. Understanding the local and global implications of civic decisions

CS4 Health Literacy

1. Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

CS5 Environmental Literacy

1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
4. Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

CSS2-Learning and Innovation Skills

CS6 Creativity and Innovation

1. Think Creatively
2. Work Creatively with Others
3. Implement Innovations

CS7 Critical Thinking and Problem Solving

1. Reason Effectively
2. Use Systems Thinking
3. Make Judgments and Decisions
4. Solve Problems

CS8 Communication and Collaboration

1. Communicate Clearly
2. Collaborate with Others

CSS3-Information, Media and Technology Skills

- CS9 Information Literacy**
 - 1. Access and Evaluate Information
 - 2. Use and Manage Information
- CS10 Media Literacy**
 - 1. Analyze Media
 - 2. Create Media Products
- CS11 ICT Literacy**
 - 1. Apply Technology Effectively

CSS4-Life and Career Skills

- CS12 Flexibility and Adaptability**
 - 1. Adapt to change
 - 2. Be Flexible
- CS13 Initiative and Self-Direction**
 - 1. Manage Goals and Time
 - 2. Work Independently
 - 3. Be Self-directed Learners
- CS14 Social and Cross-Cultural Skills**
 - 1. Interact Effectively with Others
 - 2. Work Effectively in Diverse Teams
- CS15 Productivity and Accountability**
 - 1. Manage Projects
 - 2. Produce Results
- CS16 Leadership and Responsibility**
 - 1. Guide and Lead Others
 - 2. Be Responsible to Others

Appendix C: ACT College Readiness Standards

English

E1 Topic Development in Terms of Purpose and Focus

- Identify the basic purpose or role of a specified phrase or sentence.
- Delete a clause or sentence because it is obviously irrelevant to the essay.
- Identify the central idea or main topic of a straightforward piece of writing.
- Determine relevancy when presented with a variety of sentence-level details.
- Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal.
- Delete material primarily because it disturbs the flow and development of the paragraph.
- Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement.
- Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence or to determine the need to delete plausible but irrelevant material.
- Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation.
- Determine whether a complex essay has accomplished a specific purpose.
- Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay.

E2 Organization, Unity, and Coherence

- Use conjunctive adverbs or phrases to show time relationship in simple narrative essays (e.g., *then, this time, etc.*).
- Select the most logical place to add a sentence in a paragraph.
- Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first, afterward, in response*).
- Decide the most logical place to add a sentence in an essay.
- Add a sentence that introduces a simple paragraph.
- Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore, however, in addition*).
- Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic.
- Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward.
- Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs.
- Rearrange sentences to improve the logic and coherence of a complex paragraph.
- Add a sentence to introduce or conclude a fairly complex paragraph.
- Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay.

E3 Word Choice in Terms of Style, Tone, Clarity, and Economy

- Revise sentences to correct awkward and confusing arrangements of sentence elements.
- Revise vague nouns and pronouns that create obvious logic problems.
- Delete obviously synonymous and wordy material in a sentence.
- Revise expressions that deviate from the style of an essay.

- Delete redundant material when information is repeated in different parts of speech (e.g., *alarmingly startled*).
- Use the word or phrase most consistent with the style and tone of a fairly straightforward essay.
- Determine the clearest and most logical conjunction to link clauses.
- Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence.
- Identify and correct ambiguous pronoun references.
- Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay.
- Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., *an aesthetic viewpoint* versus *the outlook of an aesthetic viewpoint*).
- Correct vague and wordy or clumsy and confusing writing containing sophisticated language.
- Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole.

E4 Sentence Structure and Formation

- Use conjunctions or punctuation to join simple clauses.
- Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences.
- Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences.
- Decide the appropriate verb tense and voice by considering the meaning of the entire sentence.
- Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers).
- Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems.
- Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence.
- Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs.
- Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole.
- Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses.

E5 Conventions of Usage

- Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives.
- Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject–verb and pronoun–antecedent agreement, and which preposition to use in simple contexts.
- Recognize and use the appropriate word in frequently confused pairs such as *there* and *their*, *past* and *passed*, and *led* and *lead*.
- Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., *long for*, *appeal to*).
- Ensure that a verb agrees with its subject when there is some text between the two.
- Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences.
- Identify the correct past and past participle forms of irregular and infrequently used verbs and form present–perfect verbs by using *have* rather than *of*.
- Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom*.
- Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject–verb order is inverted or when the subject is an indefinite pronoun).
- Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas.

- Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb.

E6 Conventions of Punctuation

- Delete commas that create basic sense problems (e.g., between verb and direct object).
- Provide appropriate punctuation in straightforward situations (e.g., items in a series).
- Delete commas that disturb the sentence flow (e.g., between modifier and modified element).
- Use commas to set off simple parenthetical phrases.
- Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause).
- Use punctuation to set off complex parenthetical phrases.
- Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by *and*).
- Use apostrophes to indicate simple possessive nouns.
- Recognize inappropriate uses of colons and semicolons.
- Use commas to set off a nonessential/nonrestrictive appositive or clause.
- Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical).
- Use an apostrophe to show possession, especially with irregular plural nouns.
- Use a semicolon to indicate a relationship between closely related independent clauses.
- Use a colon to introduce an example or an elaboration.

Math

M1 Basic Operations and Applications

- Perform one-operation computation with whole numbers and decimals.
- Solve problems in one or two steps using whole numbers.
- Perform common conversions (e.g., inches to feet or hours to minutes).
- Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent.
- Solve some routine two-step arithmetic problems.
- Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average.
- Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour).
- Solve word problems containing several rates, proportions, or percentages.
- Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings).

M2 Probability, Statistics, and Data Analysis

- Calculate the average of a list of positive whole numbers.
- Perform a single computation using information from a table or chart.
- Calculate the average of a list of numbers.
- Calculate the average, given the number of data values and the sum of the data values.
- Read tables and graphs.
- Perform computations on data from tables and graphs.
- Use the relationship between the probability of an event and the probability of its complement.
- Calculate the missing data value, given the average and all data values but one.
- Translate from one representation of data to another (e.g., a bar graph to a circle graph).
- Determine the probability of a simple event.

- Exhibit knowledge of simple counting techniques.*
- Calculate the average, given the frequency counts of all the data values.
- Manipulate data from tables and graphs.
- Compute straightforward probabilities for common situations.
- Use Venn diagrams in counting.*
- Calculate or use a weighted average.
- Interpret and use information from figures, tables, and graphs.
- Apply counting techniques.
- Compute a probability when the event and/or sample space is not given or obvious.
- Distinguish between mean, median, and mode for a list of numbers.
- Analyze and draw conclusions based on information from figures, tables, and graphs.
- Exhibit knowledge of conditional and joint probability.

M3 Numbers: Concepts and Properties

- Recognize equivalent fractions and fractions in lowest terms.
- Recognize one-digit factors of a number.
- Identify a digit's place value.
- Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor.
- Find and use the least common multiple.
- Order fractions.
- Work with numerical factors.
- Work with scientific notation.
- Work with squares and square roots of numbers.
- Work problems involving positive integer exponents.*
- Work with cubes and cube roots of numbers.*
- Determine when an expression is undefined.*
- Exhibit some knowledge of the complex numbers.†
- Apply number properties involving prime factorization.
- Apply number properties involving even and odd numbers and factors and multiples.
- Apply number properties involving positive and negative numbers.
- Apply rules of exponents.
- Multiply two complex numbers.†
- Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers .
- Exhibit knowledge of logarithms and geometric sequences.
- Apply properties of complex numbers.

M4 Expressions, Equations, and Inequalities

- Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$).
- Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals.
- Substitute whole numbers for unknown quantities to evaluate expressions.
- Solve one-step equations having integer or decimal answers.
- Combine like terms (e.g., $2x + 5x$).
- Evaluate algebraic expressions by substituting integers for unknown quantities.
- Add and subtract simple algebraic expressions.
- Solve routine first-degree equations.
- Perform straightforward word-to-symbol translations.
- Multiply two binomials.*
- Solve real-world problems using first-degree equations.

- Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions).
- Identify solutions to simple quadratic equations.
- Add, subtract, and multiply polynomials.*
- Factor simple quadratics (e.g., the difference of squares and perfect square trinomials).*
- Solve first-degree inequalities that do not require reversing the inequality sign.*
- Manipulate expressions and equations.
- Write expressions, equations, and inequalities for common algebra settings.
- Solve linear inequalities that require reversing the inequality sign.
- Solve absolute value equations.
- Solve quadratic equations.
- Find solutions to systems of linear equations.
- Write expressions that require planning and/or manipulating to accurately model a situation.
- Write equations and inequalities that require planning, manipulating, and/or solving.
- Solve simple absolute value inequalities.

M5 Graphical Representations

- Identify the location of a point with a positive coordinate on the number line.
- Locate points on the number line and in the first quadrant.
- Locate points in the coordinate plane.
- Comprehend the concept of length on the number line.*
- Exhibit knowledge of slope.*
- Identify the graph of a linear inequality on the number line.*
- Determine the slope of a line from points or equations.*
- Match linear graphs with their equations.*
- Find the midpoint of a line segment.*
- Interpret and use information from graphs in the coordinate plane.
- Match number line graphs with solution sets of linear inequalities.
- Use the distance formula.
- Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point.
- Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle).†
- Match number line graphs with solution sets of simple quadratic inequalities.
- Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax^2 + c$.
- Solve problems integrating multiple algebraic and/or geometric concepts.
- Analyze and draw conclusions based on information from graphs in the coordinate plane.

M6 Properties of Plane Figures

- Exhibit some knowledge of the angles associated with parallel lines.
- Find the measure of an angle using properties of parallel lines.
- Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90° , 180° , and 360°).
- Use several angle properties to find an unknown angle measure.
- Recognize Pythagorean triples.*
- Use properties of isosceles triangles.*
- Apply properties of 30° - 60° - 90° , 45° - 45° - 90° , similar, and congruent triangles.
- Use the Pythagorean theorem.
- Draw conclusions based on a set of conditions.
- Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas.
- Use relationships among angles, arcs, and distances in a circle.

M7 Measurement

- Estimate or calculate the length of a line segment based on other lengths given on a geometric figure.
- Compute the perimeter of polygons when all side lengths are given.
- Compute the area of rectangles when whole number dimensions are given.
- Compute the area and perimeter of triangles and rectangles in simple problems.
- Use geometric formulas when all necessary information is given.
- Compute the area of triangles and rectangles when one or more additional simple steps are required.
- Compute the area and circumference of circles after identifying necessary information.
- Compute the perimeter of simple composite geometric figures with unknown side lengths.*
- Use relationships involving area, perimeter, and volume of geometric figures to compute another measure.
- Use scale factors to determine the magnitude of a size change.
- Compute the area of composite geometric figures when planning or visualization is required.

M8 Functions

- Evaluate quadratic functions, expressed in function notation, at integer values.
- Evaluate polynomial functions, expressed in function notation, at integer values.†
- Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths.†
- Evaluate composite functions at integer values.†
- Apply basic trigonometric ratios to solve right-triangle problems.†
- Write an expression for the composite of two simple functions.†
- Use trigonometric concepts and basic identities to solve problems.†
- Exhibit knowledge of unit circle trigonometry.†
- Match graphs of basic trigonometric functions with their equations.

Notes

- Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.
- Standards followed by an asterisk (*) apply to the PLAN and ACT Mathematics Tests only.
- Standards followed by a dagger (†) apply to the ACT Mathematics Test only.

Reading

R1 Main Ideas and Author's Approach

- Recognize a clear intent of an author or narrator in uncomplicated literary narratives.
- Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives.
- Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives.
- Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages.
- Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages.
- Infer the main idea or purpose of straightforward paragraphs in more challenging passages.
- Summarize basic events and ideas in more challenging passages.
- Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages.
- Infer the main idea or purpose of more challenging passages or their paragraphs.
- Summarize events and ideas in virtually any passage.
- Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage.
- Identify clear main ideas or purposes of complex passages or their paragraphs.

R2 Supporting Details

- Locate basic facts (e.g., names, dates, events) clearly stated in a passage.
- Locate simple details at the sentence and paragraph level in uncomplicated passages.
- Recognize a clear function of a part of an uncomplicated passage.
- Locate important details in uncomplicated passages.
- Make simple inferences about how details are used in passages.
- Locate important details in more challenging passages.
- Locate and interpret minor or subtly stated details in uncomplicated passages.
- Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages.
- Locate and interpret minor or subtly stated details in more challenging passages.
- Use details from different sections of some complex informational passages to support a specific point or argument.
- Locate and interpret details in complex passages.
- Understand the function of a part of a passage when the function is subtle or complex.

R3 Sequential, Comparative, and Cause—Effect Relationships

- Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages.
- Recognize clear cause—effect relationships described within a single sentence in a passage.
- Identify relationships between main characters in uncomplicated literary narratives.
- Recognize clear cause—effect relationships within a single paragraph in uncomplicated literary narratives.
- Order simple sequences of events in uncomplicated literary narratives.
- Identify clear relationships between people, ideas, and so forth in uncomplicated passages.
- Identify clear cause—effect relationships in uncomplicated passages.
- Order sequences of events in uncomplicated passages.
- Understand relationships between people, ideas, and so forth in uncomplicated passages.
- Identify clear relationships between characters, ideas, and so forth in more challenging literary narratives.
- Understand implied or subtly stated cause—effect relationships in uncomplicated passages.
- Identify clear cause—effect relationships in more challenging passages.
- Order sequences of events in more challenging passages.
- Understand the dynamics between people, ideas, and so forth in more challenging passages.
- Understand implied or subtly stated cause—effect relationships in more challenging passages.
- Order sequences of events in complex passages.
- Understand the subtleties in relationships between people, ideas, and so forth in virtually any passage.
- Understand implied, subtle, or complex cause—effect relationships in virtually any passage.

R4 Meaning of Words

- Understand the implication of a familiar word or phrase and of simple descriptive language.
- Use context to understand basic figurative language.
- Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages.
- Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages.
- Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages.
- Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts.
- Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage.

R5 Generalizations and Conclusions

- Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives.
- Draw simple generalizations and conclusions about people, ideas, and so forth in uncomplicated passages.
- Draw generalizations and conclusions about people, ideas, and so forth in uncomplicated passages.
- Draw simple generalizations and conclusions using details that support the main points of more challenging passages.
- Draw subtle generalizations and conclusions about characters, ideas, and so forth in uncomplicated literary narratives.
- Draw generalizations and conclusions about people, ideas, and so forth in more challenging passages.
- Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so forth.
- Draw complex or subtle generalizations and conclusions about people, ideas, and so forth, often by synthesizing information from different portions of the passage.
- Understand and generalize about portions of a complex literary narrative.

Science

S1 Interpretation of Data

- Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables, a food web diagram).
- Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels).
- Select two or more pieces of data from a simple data presentation.
- Understand basic scientific terminology.
- Find basic information in a brief body of text.
- Determine how the value of one variable changes as the value of another variable changes in a simple data presentation.
- Select data from a complex data presentation (e.g., a table or graph with more than three variables, a phase diagram).
- Compare or combine data from a simple data presentation (e.g., order or sum data from a table).
- Translate information into a table, graph, or diagram.
- Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table).
- Compare or combine data from a complex data presentation.
- Interpolate between data points in a table or graph.
- Determine how the value of one variable changes as the value of another variable changes in a complex data presentation.
- Identify and/or use a simple (e.g., linear) mathematical relationship between data.
- Analyze given information when presented with new, simple information.
- Compare or combine data from a simple data presentation with data from a complex data presentation.
- Identify and/or use a complex (e.g., nonlinear) mathematical relationship between data.
- Extrapolate from data points in a table or graph.
- Compare or combine data from two or more complex data presentations.
- Analyze given information when presented with new, complex information.

S2 Scientific Investigation

- Understand the methods and tools used in a simple experiment.
- Understand the methods and tools used in a moderately complex experiment
- Understand a simple experimental design.
- Identify a control in an experiment.
- Identify similarities and differences between experiments.

- Understand the methods and tools used in a complex experiment.
- Understand a complex experimental design.
- Predict the results of an additional trial or measurement in an experiment.
- Determine the experimental conditions that would produce specified results.
- Determine the hypothesis for an experiment.
- Identify an alternate method for testing a hypothesis.
- Understand precision and accuracy issues.
- Predict how modifying the design or methods of an experiment will affect results.
- Identify an additional trial or experiment that could be performed to enhance or evaluate experimental results.

S3 Evaluation of Models, Inferences, and Experimental Results

- Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model.
- Identify key issues or assumptions in a model.
- Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.
- Determine whether given information supports or contradicts a simple hypothesis or conclusion and why.
- Identify strengths and weaknesses in one or more models.
- Identify similarities and differences between models.
- Determine which model(s) is/are supported or weakened by new information.
- Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion.
- Select a complex hypothesis, prediction, or conclusion that is supported by a data presentation or model.
- Determine whether new information supports or weakens a model and why.
- Use new information to make a prediction based on a model.
- Select a complex hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.
- Determine whether given information supports or contradicts a complex hypothesis or conclusion and why.

Writing

W1 Expressing Judgments

- Show a little understanding of the persuasive purpose of the task but neglect to take or to maintain a position on the issue in the prompt.
- Show limited recognition of the complexity of the issue in the prompt.
- Show a basic understanding of the persuasive purpose of the task by taking a position on the issue in the prompt but may not maintain that position.
- Show a little recognition of the complexity of the issue in the prompt by acknowledging, but only briefly describing, a counterargument to the writer’s position.
- Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt.
- Show some recognition of the complexity of the issue in the prompt by doing the following:
 - Acknowledging counterarguments to the writer’s position
 - Providing some response to counterarguments to the writer’s position
- Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion.
- Show recognition of the complexity of the issue in the prompt by doing the following:
 - Partially evaluating implications and/or complications of the issue, and/or
 - Posing and partially responding to counterarguments to the writer’s position
- Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion.
- Show understanding of the complexity of the issue in the prompt by doing the following:

- Examining different perspectives, and/or
- Evaluating implications or complications of the issue, and/or
- Posing and fully discussing counterarguments to the writer's position

W2 Focusing on the Topic

- Maintain a focus on the general topic in the prompt through most of the essay.
- Maintain a focus on the general topic in the prompt throughout the essay.
- Maintain a focus on the general topic in the prompt throughout the essay, and attempt a focus on the specific issue in the prompt.
- Present a thesis that establishes focus on the topic.
- Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay.
- Present a thesis that establishes a focus on the writer's position on the issue.
- Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay.
- Present a critical thesis that clearly establishes the focus on the writer's position on the issue.

W3 Developing a Position

- Offer a little development, with one or two ideas; if examples are given, they are general and may not be clearly relevant; resort often to merely repeating ideas.
- Show little or no movement between general and specific ideas and examples.
- Offer limited development of ideas using a few general examples; resort sometimes to merely repeating ideas.
- Show little movement between general and specific ideas and examples.
- Develop ideas by using some specific reasons, details, and examples.
- Show some movement between general and specific ideas and examples.
- Develop most ideas fully, using some specific and relevant reasons, details, and examples.
- Show clear movement between general and specific ideas and examples.
- Develop several ideas fully, using specific and relevant reasons, details, and examples.
- Show effective movement between general and specific ideas and examples.

W4 Organizing Ideas

- Provide a discernible organization with some logical grouping of ideas in parts of the essay.
- Use a few simple and obvious transitions.
- Present a discernible, though minimally developed, introduction and conclusion.
- Provide a simple organization with logical grouping of ideas in parts of the essay.
- Use some simple and obvious transitional words, though they may at times be inappropriate or misleading.
- Present a discernible, though underdeveloped, introduction and conclusion.
- Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas.
- Use some simple and obvious, but appropriate, transitional words and phrases.
- Present a discernible introduction and conclusion with a little development.
- Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas.
- Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas.
- Present a somewhat developed introduction and conclusion.
- Provide unity and coherence throughout the essay, often with a logical progression of ideas.
- Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas.
- Present a well-developed introduction and conclusion.

W5 Using Language

- Show limited control of language by doing the following:

- Correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes significantly impede understanding
- Using simple vocabulary
- Using simple sentence structure
- Correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding
- Using simple but appropriate vocabulary
- Using a little sentence variety, though most sentences are simple in structure
- Correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding
- Using appropriate vocabulary
- Using some varied kinds of sentence structures to vary pace
- Correctly employing most conventions of standard English grammar, usage, and mechanics with a few distracting errors but none that impede understanding
- Using some precise and varied vocabulary
- Using several kinds of sentence structures to vary pace and to support meaning
- Correctly employing most conventions of standard English grammar, usage, and mechanics with just a few, if any, errors
- Using precise and varied vocabulary
- Using a variety of kinds of sentence structures to vary pace and to support meaning

Appendix D: National Industry Standards

Consortium for Entrepreneurship Education (CEE)

CEE1	Entrepreneurial Processes: Understands concepts and processes associated with successful entrepreneurial performance (Discovery, Concept Development, Resourcing, Actualization, and Harvesting)
CEE2	Entrepreneurial Traits/Behaviors: Understands the personal traits/behaviors associated with successful entrepreneurial performance (Leadership, Personal Assessment, and Personal Management)
CEE3	Business Foundations: Understands fundamental business concepts that affect business decision making (Business Concepts, Business Activities)
CEE4	Communications and Interpersonal Skills: Understands concepts, strategies, and systems needed to interact effectively with others (Fundamentals of Communication, Staff Communications, Ethics in Communication, Group Working Relationships, and Dealing with Conflict)
CEE5	Digital Skills: Understands concepts and procedures needed for basic computer operations (Computer Basics and Computer Applications)
CEE6	Economics: Understands the economic principles and concepts fundamental to entrepreneurship/small-business ownership (Basic Concepts, Cost-Profit Relationships, Economic Indicators/Trends, Economic Systems, and International Concepts)
CEE7	Financial Literacy: Understands personal money-management concepts, procedures, and strategies (Money Basics, Financial Services, and Personal Money Management)
CEE8	Professional Development: Understands concepts and strategies needed for career exploration, development, and growth (Career Planning and Job-Seeking Skills)
CEE9	Financial Management: Understands the financial concepts and tools used in making business decisions (Accounting, Finance, and Money Management)
CEE10	Human Resource Management: Understands the concepts, systems, and strategies needed to acquire, motivate, develop, and terminate staff (Organizing, Staffing, Training/Development, Morale/Motivation, and Assessment)
CEE11	Information Management: Understands the concepts, systems, and tools needed to access, process, maintain, evaluate, and disseminate information for business decision-making (Record keeping, Technology, Information Acquisition)
CEE12	Marketing Management: 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 (Product/Service Creation, Marketing-information Management, Promotion, Pricing, and Selling)
CEE13	Operations Management: Understands the processes and systems implemented to facilitate daily business operations (Business Systems, Channel Management, Purchasing/Procurement, and Daily Operations)
CEE14	Risk Management: Understands the concepts, strategies, and systems that businesses implement and enforce to minimize loss (Business Risks, and Legal Considerations)

CEE15 Strategic Management: Understands the processes, strategies, and systems needed to guide the overall business organization (Planning and Controlling)

National Foundation of Teaching Entrepreneurship (NFTE)

- NFTE1 Goal Setting: Measureable Goals, Thinking Skills: Problem Solving Process, Negotiating Skills
- NFTE2 Viewing yourself as an Entrepreneur, Entrepreneurial Skills and Attitudes, Self-Confidence: Learning Self-Improvement, Recognizing Strengths: Reflecting on Interests and Talents, Understanding Cultural Differences, Responsible and Ethical Behavior, Networking: Finding a Mentor
- NFTE3 Reading and Writing for Information and Understanding, Presenting Information Clearly, Understanding Vocabulary, Following Directions, Analyzing Information, Mathematical Reasoning, Number and Numeration, and Mathematical Modeling
- NFTE4 Writing, Listening, and Speaking for Social Interaction, Critical Listening Strategies, Listening and Writing for Information and Analysis, Writing and Speaking to Persuade, Using Nonverbal Communication Skills
- NFTE5 Understanding New Technologies and Trends, Multimedia Presentations, Using Text Features and Online Research , Using Graphics in Presentations, Online Research and Devising Spreadsheets
- NFTE6 Determining Price per Unit to Compare Prices, Devising Formulas, Calculating Currency Exchange Rates
- NFTE7 Mathematical Operations, Problem Solving, Rounding Numbers, Statistics, Interpreting Graphs and Charts: Using Diagrams to Develop Strategies, Number and Numeration: Understanding Percentage, Rounding Numbers, Solving Real World Problems, Displaying Data in Charts and Graphs
- NFTE8 Job-Seeking Skills, Interviewing Skills, Sales Interviews
- NFTE9 Understanding Spreadsheet Formulas, Numeration and Operations, Using Mental Math
- NFTE10 Understanding Diversity, Dealing with Criticism, Using Open-Ended Questions, Networking and Communication: Finding Contacts, Listening, Interviewing, Understanding Cultural Differences
- NFTE11 Using Internet Resources, Online Research, Locating Data Online, Using a Spell-Checker, Numeration and Operations, Calculating Percentage Change, Technology Etiquette, Cell Phones, Voice Mail, Email
- NFTE12 Understanding Market Research, Understanding Customer Needs
- NFTE13 Performing Operations Using Formulas, Math Formulas and Operations, Simple Interest, Rounding Numbers and Proportional Reasoning, Measurement and Reasoning, Understanding Length and Area, Understanding Percentages of Purchases Interest Charges, Income Tax Rates
- NFTE14 Reading for Critical Analysis, Practicing Risk-Taking, Estimation and Approximation, Solving Problems That Do not Require Exact Answers, Probability: Comparing Data and Uncertainty
- NFTE15 Supporting Arguments with Details and Evidence, Interpreting Graphs and Charts, Using Diagrams to Develop Strategies, Mathematical Reasoning and Data Analysis

National Business Education Association (NBEA)

- NBEA1 Understanding the Role of the Entrepreneur in Business, Opportunity Recognition and Pursuit, Problem Identification and Solutions
- NBEA2 Characteristics of an Entrepreneur
- NBEA3 Establishing a Vision, Forms of Business Organizations, Forms of Business Ownership, Government Regulations of Business Ownership, Business Ethics, Developing a Business Plan
- NBEA4 The Economic Way of Thinking, Characteristics of a Market Economy, The Function of Price, The Role of Profit and Risk, The Role of Government, Trends in the Global Marketplace
- NBEA5 Determining Cash Needs of a Business, Identifying Sources and Types of Funding, Interpreting Financial Statements
- NBEA6 Keeping Business Records, Identifying Types of Business Records, Establishing and Using Business Records, Interpreting Business Records
- NBEA7 Establishing a Vision, Hiring Employees, Building Teams, Monitoring Achievement, Cultural Differences and their Effects on Business
- NBEA8 Identifying the Market, Reaching the Market, Keeping/Increasing the Market, Trends in the Global Marketplace, Import/Export Opportunities
- NBEA9 Managing Risks

Appendix E:

National Educational Technology Standards for Students

- T1** Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts
- T1** Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
- apply existing knowledge to generate new ideas, products, or processes.
 - create original works as a means of personal or group expression.
 - use models and simulations to explore complex systems and issues.
 - identify trends and forecast possibilities.
- T2** Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
 - communicate information and ideas effectively to multiple audiences using a variety of media and formats.
 - develop cultural understanding and global awareness by engaging with learners of other cultures.
 - contribute to project teams to produce original works or solve problems.
- T3** Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students:
- plan strategies to guide inquiry.
 - locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - process data and report results.
- T4** Critical Thinking, Problem Solving, and Decision Making
Students use critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
- identify and define authentic problems and significant questions for investigation.
 - plan and manage activities to develop a solution or complete a project.
 - collect and analyze data to identify solutions and/or make informed decisions.
 - use multiple processes and diverse perspectives to explore alternative solutions.
- T5** Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
- advocate and practice safe, legal, and responsible use of information and technology.
 - exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
 - demonstrate personal responsibility for lifelong learning.

d. exhibit leadership for digital citizenship.

T6 Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.