

Management

Program CIP: Business Management: 52.0204

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The Research and Curriculum Unit (RCU), 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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Mr. Mike Mulvihill, Bureau Director, Office of Career and Technical Education
Ms. Christy Todd, Education Specialist, Office of Career and Technical Education

Standards

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

Academic Standards

Mississippi Department of Education Subject Area Testing Program

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. Reprinted with permission

National Educational Technology Standards for Students

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National MBA Research Standards

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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).

Executive Summary

Program Description

Business Management is a 2-year program for students in the Business: Management, Marketing, and Technology Pathway. The program is designed to prepare students for careers or continuing education in management or entrepreneurship and was written to incorporate the Business Administration Core Standards published by the Marketing Education Resource Center.

Industry Certification

Microsoft Office Specialist Exam Skill Standards are referenced in word processing activities throughout the curriculum to assist in preparation for skill certification in Microsoft Word.

Assessment

Students will be assessed using the Management MS-CPAS2 assessment. Districts that elect to implement Option 1 will administer the exam to students who are completing Management (Course Code: 992303). Districts that elect to implement Option 2 will administer the exam to students who have completed Management Fundamentals (Course Code: 992304) and will be completing Management Essentials (Course Code: 992306) at the time the MS-CPAS2 is administered.

Student Prerequisites

In order for students to be able to experience success in the Business Management 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

Applied Academic Credit

The curriculum framework includes applied economics content aligned to the 2007 Mississippi Economics Framework Revised Academic Benchmarks. Upon completion of this program, students will earn 1/2 Applied Economics credit to meet graduation requirements.

Licensure Requirements

The 955 licensure endorsement is required for instructors in the Business Management program. The requirements for this endorsement are the following:

1. New teachers hired after June 30, 2008, must have a BS or BA degree in an appropriate field.
2. Hold one of the following endorsements:
 - a. 105 Business Education (7–12)
 - b. 318 Marketing (7–12)
 - c. 193 Economics (7–12)
3. Applicants must successfully complete the Master Teacher of Economics certification.

4. Applicants must successfully complete an approved computer literacy certification exam.
5. Applicants must successfully complete a certification for an online learning workshop, a module, or a course that is approved by the Mississippi Department of Education.
6. Applicants must successfully complete a certification workshop, module, or course that is approved by the Mississippi Department of Education.

Note: If applicants meet all requirements listed above, they will be issued a 955 endorsement—a 5-year license. If applicants do not meet **all** requirements, they 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.

Options for Delivery

This curriculum framework provides multiple options for local school districts to implement based on the local needs of industry and students.

Option 1 – Two Two-Carnegie-Unit Courses

Course Description: Business Fundamentals

This year-long course begins with an introduction to business and marketing fundamentals, communication and interpersonal skills, and professional development for continued education, training, and careers in business management. Major topics of study in this course are economics, business, management, and entrepreneurship, business law, and personal finance. Participation in DECA (student organization) is ongoing. Students will develop skills toward meeting requirements for the Microsoft Project Skill Standards for Microsoft Office Specialist Certification. The Business Fundamentals Course can be downloaded from http://info.rcu.msstate.edu/services/curriculum.asp?p=/Curricula/Career_Pathways/.

Course Description: Management

This course focuses on business management and the development of an extensive business plan that encompass all areas of business, including communication, procedures, operations and security, information, and applications, needed in order to operate a successful business. Students will continue to develop educational, career, and professional plans in the area of business management. Participation in DECA (student organization) is ongoing. Students will develop skills toward meeting requirements for the Microsoft Project Skill Standards for Microsoft Office Specialist Certification.

Business Fundamentals (2 Carnegie Units)**Course Code: 992300**

Unit	Title	Hours
1	Introduction to Business	10
2	Communication and Interpersonal Skills	20
3	Professional Development	15
4	Economics	70
5	Business, Management, and Entrepreneurship	55
6	Business Law	30
7	Personal Finance	30
	Total	230

Management (2 Carnegie Units)**Course Code: 992303**

Unit	Title	Hours
8	Introduction to Business Management	30
9	Principles of Business Management	30
10	Business Communication for Managers	30
11	Business Procedures	25
12	Business Operations and Security	25
13	Information Management	30
14	Management Applications	35
	Total	205

Option 2 – Four One-Carnegie-Unit Courses**Course Description: Business Fundamentals, Part A**

This course begins with an introduction to business and marketing fundamentals, communication and interpersonal skills, and professional development for continued education, training, and careers in business management.

Major topics of study in this course are business and economics. Participation in DECA (student organization) is ongoing. Students will develop skills toward meeting requirements for the Microsoft Project Skill Standards for Microsoft Office Specialist Certification. The Business Fundamentals Course can be downloaded from http://info.rcu.msstate.edu/services/curriculum.asp?p=/Curricula/Career_Pathways/.

Course Description: Business Fundamentals, Part B

This course begins with an introduction to business and marketing fundamentals. Major topics in this course include economics, business, management, entrepreneurship, business law, and personal finance. Participation in DECA (student organization) is ongoing. Students will develop skills toward meeting requirements for the Microsoft Project Skill Standards for Microsoft Office Specialist Certification. The Business Fundamentals Course can be downloaded from http://info.rcu.msstate.edu/services/curriculum.asp?p=/Curricula/Career_Pathways/.

Course Description: Management Fundamentals

This course focuses on business management and the development of an extensive business plan that encompass all areas of business, including communication and procedures, needed in order to operate a successful business. Students will continue to develop educational, career, and professional plans in the area of business management. Participation in DECA (student organization) is ongoing. Students will develop skills toward meeting requirements for the Microsoft Project Skill Standards for Microsoft Office Specialist Certification.

Course Description: Management Essentials

This course focuses on business management and the development of an extensive business plan that encompass all areas of business, including operations and security, information, and applications, needed in order to operate a successful business. Students will continue to develop educational, career, and professional plans in the area of business management. Participation in DECA (student organization) is ongoing. Students will develop skills toward meeting requirements for the Microsoft Project Skill Standards for Microsoft Office Specialist Certification.

Business and Marketing Fundamentals, Part A (1 Carnegie Unit)**Course Code: 992301**

Unit	Title	Hours
1	Introduction to Business	10
2	Communication and Interpersonal Skills	20
3	Professional Development	15
4	Economics	70
	Total	115

Business and Marketing Fundamentals, Part B (1 Carnegie Unit)**Course Code: 992302**

Unit	Title	Hours
5	Business, Management, and Entrepreneurship	55
6	Business Law	30
7	Personal Finance	30
	Total	115

Management Fundamentals (1 Carnegie Unit)**Course Code: 992304**

Unit	Title	Hours
8	Introduction to Business Management	30
9	Principles of Business Management	30
10	Communication for Managers	30
11	Business Procedures	25
	Total	115

Management Essentials (1 Carnegie Unit)**Course Code: 992306**

Unit	Title	Hours
12	Business Operations and Security	25
13	Information Management	30
14	Management Applications	35
	Total	90

Management Research Synopsis

Introduction

Data used to develop the Business Management Pathway were collected from a variety of sources including industry surveys and interviews; occupational employment projections; national standards; the Mississippi Department of Education, Mississippi Institutions of Higher Learning, community and junior college requirements; and national certification requirements. The pathway is designed to provide an overview of the business management field as outlined in the state’s Career Clusters Business, Management, and Administration Cluster and the National Management and Administration Standards published by the Marketing Education Resource Center as well as to begin to prepare students for careers in occupations predicted to have a high number of available jobs in the next 10 years, including managers, accountants, and customer service representatives. Survey data were collected from small business owners, managers, and supervisors in business environments including finance, health care, education, service, marketing, and manufacturing to customize the pathway to meet the needs of Mississippi’s employers. Employment projections were obtained from the *Mississippi Economic Review and Outlook*, Mississippi Department of Employment Security, and the U.S. Bureau of Labor Statistics’ *Occupational Outlook Handbook*. By implementing the National Management and Administration Standards in the Business Management Pathway, students who successfully master the curriculum will have the skills required to take the A*S*K Exam (Assessment of Skills and Knowledge of Business), which is based on industry-validated performance indicators. Additionally, integration of the Microsoft Project Skill Standards for Microsoft Office Specialist Certification will provide the opportunity for students to develop proficiency in the use of Microsoft Office Project software. The pathway will include applied instruction designed to fulfill high school graduation academic requirements for 1 Carnegie unit in social studies and will articulate to business programs offered in Mississippi’s community and junior colleges and universities.

Needs of the Future Workforce

In the United States, employment in marketing-related occupations is projected to grow by about 13% in the next 10 years (BLS, 2009). Job growth will be spurred by competition for a growing number of foreign and domestic goods and services and the need to make one’s product or service stand out from the competition’s. In Mississippi, retail sales workers are the largest and fastest growing occupational group; however, sales representatives in the service sector are projected to have the highest growth (22%) in the coming years. The occupation with the highest average hourly earnings, wholesale and manufacturing sales representatives, is also the smallest marketing occupation group and has the least amount of growth in the state.

Occupational title	Employment, 2011	Projected employment, 2019	Change 2011-2019		Mean annual wage (in dollars)
			Number	Percent	
Other management occupations	89,234	94,927	5,693	6%	\$16.94
Top executives	21,419	22,631	1,212	6%	\$39.32
Operations specialties managers	11,332	12,697	1,365	12%	\$30.78
Advertising, marketing, promotions, public relations, and sales managers	3,686	4,202	516	14%	\$32.09

Source: EMSI Complete Employment - 1st Quarter 2011

Business Core	Administrative Services	Business Management	Business Information Technology
<ul style="list-style-type: none"> • Business law • Communications • Customer relations • Economics • Economic systems • Interpersonal relations • Entrepreneurship • Financial analysis • Human resource management • Information management • Marketing • Operations • Professional development • Strategic management 	<ul style="list-style-type: none"> • Office communications • Ethics • Ergonomics • Scheduling • Productivity/efficiency • Records management • Editing/proofreading • Business and financial reports • Information technology tools • Office equipment • Technology and office safety and ergonomics • Policies and procedures • Purchasing 	<ul style="list-style-type: none"> • Business law/federal regulations • Supervision • Professional certifications • Staffing • Conducting employment interviews • Decision making • Employee orientation, training, and evaluation • Workplace safety <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Entrepreneurship</p> <ul style="list-style-type: none"> • Business plan development • Marketing and advertising • Supervision/management • Types of corporations • Business taxes • Customer relations • Federal and state regulations governing small businesses • Employee manuals </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Financial Literacy</p> <ul style="list-style-type: none"> • Personal and business finance • Travel planning </div>	<ul style="list-style-type: none"> • Contracts • Financial analysis • Risk management • Information management • Project management

Sources:

Mississippi Department of Employment Security, Labor Market Information Department
http://www.mdes.ms.gov/wps/PA_1_0_CH/docs/LMI/Publications/2000-2010%20Occupational%20Employment%20Projections/By%20Area/State/28%20State%20of%20Mississippi.pdf
 Mississippi Occupational Employment and Wage Estimates published by Mississippi Department of Employment Security
http://www.mdes.ms.gov/wps/PA_1_0_CH/docs/LMI/Publications/OES/OES%20by%20Area/Mississippi/state.pdf

Industry Surveys

A survey of industry representatives provided insight into skills needed for students completing the Business Management Pathway. Students interested in management careers should be prepared to enter advanced education programs. Additionally, many employers have training programs designed to prepare employees in entry-level positions to advance to the management level. The expectations of employers primarily centered on employability skills. Employers expect employees to be punctual, dependable, motivated, and able to prioritize and organize and to have excellent interpersonal and communication skills. They also expect employees to be able to effectively problem solve and to apply company policies and federal regulations. Entrepreneurs emphasized the

need for business owners to have financial management skills, presentation skills, and the ability to generate new business through positive communication and interactions with others. Academic skills mentioned included mathematics and oral and written communication. Field-related technologies included the Internet, management and financial software, word processing software, 10-key calculating, spreadsheets, e-mail, instant messaging, and electronic presentations.

Industry representatives made comments such as the following:

- The ability to speak properly and use correct grammar are essential skills because employees represent the business.
- Employees must be able to effectively problem-solve.
- Maintaining a good credit rating is vital for students who plan to someday become entrepreneurs.

Academic Skills

The Business Management Pathway will include 70 hours of applied instruction designed to meet the competencies and objectives outlined in the academic social studies curriculum framework published by the Mississippi Department of Education.

Source:

Mississippi Department of Education Social Studies Framework
<http://www.mde.k12.ms.us/acad/id/curriculum/ss/frame.html>

Blueprint

You will find the blueprint that corresponds to this document at
http://info.rcu.msstate.edu/services/curriculum.asp?p=/Curricula/Career_Pathways/.

Professional Organizations

Association for Supervision and
Curriculum Development - ASCD
1703 North Beauregard Street
Alexandria, VA 22311-1714
800.933.ASCD
<http://www.ascd.org>

Association for Career and Technical
Education - ACTE
1410 King Street
Alexandria, VA 22314
800.826.9972
<http://www.acteonline.org>

Mississippi Association for Career and
Technical Education - MSACTE
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[http://www.mde.k12.ms.us/vocational/
news/](http://www.mde.k12.ms.us/vocational/news/)

Using this Document

Each secondary career–technical course consists of a series of instructional units that focus on a common theme. All units have been written using a common format that includes the following components:

Unit Number and Title

Suggested Time on Task

An estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75–80% of the time in the course.

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Suggested Teaching Strategies

This section of each unit indicates research-based strategies that can be used to enable students to master each competency. Emphasis has been placed on strategies that reflect active learning methodologies. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.

Suggested Assessment Strategies

This section indicates research-based strategies that can be used to measure student mastery. Examples of suggested strategies could include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

Integrated Academic Topics, 21st Century Skills and Information and Communication Technology Literacy Standards, ACT College Readiness Standards, and Technology Standards for Students

This section identifies related academic topics as required in the Subject Area Assessment Program (SATP) in Algebra I, Biology I, English II, and U. S. History from 1877, which are integrated into the content of the unit. Research-based teaching strategies also incorporate ACT College Readiness standards. It also identifies the 21st Century Skills and Information and Communication Technology Literacy skills. In addition, national technology standards for students are associated with the competencies, and suggested objectives for the unit are also identified.

References

A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested, and the list may be modified or enhanced based on needs and abilities of students and on available resources.

Management

Unit 8: Introduction to Business Management

Competency 1: Review educational, occupational, and leadership opportunities in Business Management. (DOK2, MA 1, SS4, SS5, H5)

Suggested Enduring Understandings

1. Students will understand rules and regulations for the local school.
2. The Business pathway presents career opportunities and emerging technologies.
3. Students' career and educational plans should remain updated.
4. Leadership opportunities are available to students in the school and in the community.
5. Business leaders play a role in our democratic society.

Suggested Essential Questions

1. What are some of the school rules?
2. What are some of the careers you would like to research in this class?
3. Why should you update career and educational plans?
4. What leadership opportunities are available to you as a student?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Review student rules and regulations for the local school. <small>(DOK1)</small>	a. Discuss learning goals for the unit. As each concept is taught, present assessment criteria for each assignment to ensure that students understand standards and expectations.	a. Monitor group activities throughout the unit to assess student understanding and to ensure that all members participate.
b. Investigate career opportunities and emerging technologies in the Business pathway. <small>(DOK2)</small>	b. Have students work in groups based on their learning styles or interests and use the Internet, college catalogs, industry publications, and other information to research a list of careers for which they will be qualified upon program completion and postsecondary educational opportunities that will be available to them. Have each group present its findings by developing a game, compiling a booklet, or creating a bulletin board. <small>(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, M1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</small>	b. Evaluate the career and educational opportunities project for content and delivery.
c. Update the students' career and educational plans. <small>(DOK2)</small>	c. Explain educational and career opportunities that will be available to students after they complete the program. Have students use the Internet to research the technology introduced each year since the year they were born. Technology can be related to various fields including health, engineering, science, art, and agriculture. Students will then create a time line using the researched information. <small>(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, M1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</small>	c. Evaluate the career project for content and delivery.
d. Identify and describe leadership opportunities available from student youth organizations in the	d. Have each student select and participate in a competitive event appropriate to his or her skills, aptitudes, and abilities. <small>(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5)</small>	d. Evaluate the CTESO presentation for content and delivery.

school and community. ^(DOK1)		
e. Examine the role of business leaders and their responsibilities in a democratic society. ^(DOK1)	e. Have students read the article “Is the Role of a Leader Changing?” that is available at http://discussionleader.hbsp.com/goldsmith/2007/11/the_leader_of_the_future.html . Lead a classroom discussion using the following discussion starters: How is the role of a business leader changing? Will the qualities of a great leader be different in the future, or is great leadership timeless? ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, M1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	e. Assess understanding based on participation in class discussion.

Competency 2: Plan and develop an electronic portfolio. ^(DOK3, MA1, MA2, MA3, MA4, MA5, MA6, SS1, SS2, SS3, SS4, SS5, SS6, SS7, H1, H2, H3, H4, H5, H6)

Suggested Enduring Understandings

- Students will create a quality electronic portfolio.

Suggested Essential Questions

- What is an electronic portfolio, and why do I need one?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss the use and development of the electronic portfolio. ^(DOK1)	a. Discuss the writing process. Explain the process of creating an electronic portfolio. Discuss materials to be included, and present guidelines for organization and appearance. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, M1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	a. Evaluate the electronic portfolio using the Portfolio Evaluation Checklist.
b. Create and maintain an electronic portfolio. ^(DOK3)	b. Continue with the development of the electronic portfolio.	b. Use a rubric to evaluate components of the electronic portfolio.

Competency 3: Review safety in the classroom and lab. ^(DOK1)

Suggested Enduring Understandings

- Students will learn proper safety procedures in the classroom.

Suggested Essential Questions

- What are some safety concerns for the classroom?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss the proper classroom and personal safety procedures to include fire extinguishers, electrical precaution, clothing, jewelry, eye protection, and so forth. ^(DOK1)	a. Invite a guest speaker from industry to discuss potential workplace health hazards. If this is not possible, have students interview two to three industry members about job safety, safety tips, and safety procedures for businesses. From the interview, have students use technology productivity tools and the writing process to write a paragraph summarizing their qualitative research. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, M1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	a. Assess student understanding by using a rubric to evaluate the written paragraph on safety procedures.
b. Care for and use computer hardware	b. Have each student use the Internet or other resources to research safety issues and	b. Have students self-evaluate and peer

correctly. ^(DOK1)	procedures. Have students present findings to the class by writing and producing a play, creating a slide show, leading a panel discussion, or writing a new law. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, M1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	evaluate their classmates' safety-related projects.
c. Recognize the potential hazards of computer equipment. ^(DOK1)	c. Provide students with case studies or scenarios that describe various hazardous situations. Have students work in teams of three or four to analyze the case studies or scenarios by applying the appropriate rules and procedures and developing ways to prevent workplace hazards and apply appropriate first aid procedures. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, M1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	c. Assess each student's safety knowledge with a test administered via the Blackboard Learning System. Print and file the completed test for documentation. Each student must score 100% accuracy before being allowed to participate in lab activities.

Competency 4: Describe legal implications related to the use of technology. ^(DOK1, MA1, MA2, MA3, MA4, MA5, MA6)

Suggested Enduring Understandings

1. Students will learn copyright laws.
2. There are legal implications by agreeing to the end user license agreement.

Suggested Essential Questions

1. Do I need to be concerned about copyright laws and the internet?
2. Who or what is a EULA?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Research the Copyright Law of 1976. ^(DOK1)	a. Discuss the origin of the Copyright Law of 1976 using information available at http://www.arl.org/pp/ppcopyright/copyresource/copytimeline.shtml . Discuss historical information as an introduction to the copyright issues.	a. Assess student understanding by observing contributions to class discussions and participation in activities. Provide feedback to students regarding their performance on activities and assignments. To ensure mastery, provide opportunities for them to review their work and make revisions.
b. Discuss software copyright issues. ^(DOK1)	b. Have students read and discuss information on the following Web sites: 10 Big Myths About Copyright Explained (http://www.templetons.com/brad/copymyths.html) Copyright and K–12: Who Pays in the Network Era? (http://www.ed.gov/Technology/Futures/rothma)	b. Observe student presentations of news events related to copyright issues.

	n.html) Citing Electronic Sources (http://www.cyberbee.com/citing_sites.htm) ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, M1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	
c. Examine software licensing. ^(DOK1)	c. Discuss the purpose of software licensing agreements. Have students use the Internet to research and review copyright agreements. Have them look for unusual terms of use and read them aloud to the class. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, M1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	c. Evaluate understanding based on participation in class discussion.
d. Outline Internet ethics and policies. ^(DOK1)	d. Discuss Internet ethics and policies and the local Internet policy. Have students sign agreements for Internet usage. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, M1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	d. Evaluate student understanding based on agreement to sign the Internet policy.

Competency 5: Publish and interact with peers, experts, and other audiences using telecommunications.^(DOK3, MA3)

Suggested Enduring Understandings

1. Students will learn how to be safe online.
2. All Web sites are not created equal.

Suggested Essential Questions

1. How can someone steal my identity?
2. How do I determine if a Web site is valid or not?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Research safety issues related to telecommunications and the Internet. ^(DOK1)	a. Have students view video clips about Internet safety for teens from at http://www.netsmartz.org/resources/reallife.htm #realamy. Have students complete the Internet Safety Information Sheet.	a. Evaluate understanding based on completion of the Internet Safety Information Sheet.
b. Develop personal safety guidelines that will be used when using telecommunications and the Internet. ^(DOK2)	b. Have students use the jigsaw method (http://www.jigsaw.org/overview.htm) to present Internet safety information. Divide students into groups of four. Have each group visit http://www.getnetwise.org/ to research one of the following topics: ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, M1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6) Keeping children safe online Stopping unwanted e-mail and spam Protecting computers from hackers and viruses Keeping personal information private Share the Web sites http://www.missingkids.com and http://www.getnetwise.org/ . Have students complete a teen safety reference sheet that includes information about the following: Internet safety guidelines for teens Strategies to enhance their ability to recognize dangers on the Internet Information about how to report victimizations to a trusted adult ^{(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3,}	b. Assess student understanding by observing contributions to class discussions and participation in activities. Have students submit the teen safety reference sheet signed by a parent or guardian. Check reference sheets for accuracy.

c. Use browsers, search engines, and e-mail. (DOK1)	c. Demonstrate how to use a browser and a search engine to locate and create a free, Web-based e-mail account using filtered e-mail such as Gaggles.net. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, M1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	c. Observe students as they use browsers, search engines, and e-mail.
d. Post information to discussion boards, blogs, wikis, and so forth. (DOK3)	d. Have students complete a teacher-created webquest to gain a foundation of knowledge of electronic mail. Make sure that students know the difference between SMTP, POP3, IMAP, and HTTP electronic mail protocols. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, M1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	d. Evaluate the completed webquest by using a rubric.
e. Join and participate in appropriate, supervised list servers. (DOK1)	e. Use the Internet to search for educational listservs. Discuss their purpose and advantages. Have them to sign up for a listserv and create a weekly journal of what they have learned.	e. Evaluate the participation in the listserv by using a rubric for the journal.
f. Use an appropriate, supervised chat room to communicate with peers, experts, and other approved audiences. (DOK3)	f. Create a private Ning for classroom journaling or open discussions.	f. Evaluate understanding by participation.
g. Evaluate Web page design techniques. (DOK2)	g. Have students create a checklist of Web page design elements and then use the checklist to evaluate Web pages located using a search engine. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, M1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	g. Evaluate the completed checklists for accuracy and completeness.

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For additional references, activities, and Web resources, please refer to the Business and Management P.A.C.E. Web site at <http://rcu.blackboard.com> (available only to registered users).

Management

Unit 9: Principles of Business Management

Competency 1: Describe management principles. (DOK2, MA1, MA4)

Suggested Enduring Understandings

1. The managerial functions are included in the management process, including planning, organizing, staffing, energizing, and controlling.

Suggested Essential Questions

1. What are the managerial functions that are included in the management process?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe the management process to include the managerial functions of planning, organizing, staffing, energizing, and controlling. <small>(DOK2)</small>	<p>a. Discuss learning goals for the unit. Present assessment criteria for each assignment to ensure that students understand standards and expectations.</p> <p>Pre-assess students' knowledge using the Idea Box method. Questions and terms will be placed in a box, and students will be asked to pull out a card and discuss, rap, illustrate, or draw what they know and understand about the concept. Use the Idea Box method at the end of the unit as a post-assessment of student learning. <small>(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</small></p> <p>Have students define terms related to management principles to include planning, organizing, staffing, implementing, controlling, business ethics, mid-management, management style, supervisors, and core values. <small>(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</small></p> <p>Have students use the jigsaw method (http://www.jigsaw.org/overview.htm) to present information related to the management process (http://media.wiley.com/product_data/excerpt/0/8/08186800/0818680008.pdf). <small>(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</small></p> <p>Have students interview a local business manager about management-related topics such as decision making, achieving goals, organizational structure, employee expectations, and risks incurred in business. Have students prepare a report of findings using APA style (http://apastyle.apa.org/). This assignment should be designed to meet the certification standards</p>	<p>a. Assess student understanding by observing contributions to class discussions and participation in activities. Provide feedback to students regarding their performance on activities and assignments. To promote mastery, provide opportunities for them to review their work and make revisions.</p> <p>Assess students using the Group Work Assessment Rubric.</p> <p>Use the Interview Assessment Rubric to evaluate student interviews.</p>

for the Microsoft Office Specialist exam
 (<http://www.microsoft.com/learning/mcp/officespecialist/objectives/Word2003ExamSkillStandards.msp>).
(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)

Competency 2: Evaluate employment information from multiple sources such as interviews, applications, references, and tests to make hiring decisions. (DOK3, MA1, MA4, MA5 SS4, H1, H5)

Suggested Enduring Understandings

1. There is a relationship between the Title VII of the Civil Rights Act of 1964 and employment.
2. The Civil Rights Act of 1964 has important history.
3. There are certain situations in which employees or applicants may be asked to take tests.
4. It is important to evaluate employment applications and screen applicants prior to interviews.
5. Certain questions are deemed appropriate for interviews.
6. It is important for applicants to participate in interviews.
7. Hiring new employees is an important part of employment.

Suggested Essential Questions

1. How are the Title VII of the Civil Rights Act of 1964 and employment related?
2. Why is the Civil Rights Act of 1964 important?
3. Why may an employee or applicant be asked to take certain tests?
4. Why is it necessary to evaluate employment applications and screen applicants before interviewing?
5. What are appropriate interview questions?
6. Why is it necessary for applicants to participate in interviews?
7. What are the benefits of hiring new employees, and how is this an important part of employment?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain the relationship of Title VII of the Civil Rights Act of 1964 to employment. <small>(DOK2)</small>	a. Have students define terms related to employment, such as Civil Rights Act, EEOC, discrimination, applicants, job skills, interview, confidence, communication, diversity, benefits, employment application, work environment, and Fair Labor Act. <small>(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</small> Have students use the Internet to research the Title VII Civil Rights Act and the reason for its inception and present their findings to the class. <small>(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</small> Divide students into two teams, and have them debate whether the Civil Rights Act was effective or ineffective. Classroom debate how-to's may be found at the following Web sites: <small>(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</small> http://712educators.about.com/library/howto/htdebate.htm http://web.archive.org/web/20060503194518/htt	a. Evaluate student debates using a teacher-created rubric. Assess student presentations using the Presentation Assessment Rubric. Evaluate student performance using the Group Work Assessment Rubric.

<u>p://w3.tvi.edu/~cgulick/roles.htm</u>		
<p>b. Research the history of the Civil Rights Act of 1964. ^(DOK3)</p>	<p>b. Ask students the following questions: What are civil rights? Do you know someone who has had his or her civil rights violated? What do you think happens when those rights are violated? ^(E1, E2, E3, E4, E5, E6, CS1, CS2, CS3, CS4, CS5)</p> <p>Have students complete Civil Rights Act of 1964 activities at http://www.archives.gov/education/lessons/civil-rights-act/. Activities include historical information, introductory materials, document analysis of the law, and research and discussion activities. Have students discuss their findings in the discussion board on Blackboard. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>b. Evaluate student research of Title VII Civil Rights Act using the Web Page Evaluation Checklist. Have students use the checklist to self-assess the quality of their research.</p> <p>Use a teacher-created discussion rubric to check discussions for accuracy and participation.</p>
<p>c. Describe situations in which employees or applicants may be asked to take tests. ^(DOK1)</p>	<p>c. Invite a speaker from the Equal Employment Opportunity Commission (EEOC) to speak to the class regarding discrimination in employment and the rights of the worker. Have the speaker discuss the different kinds of discrimination that are found in the workplace and the proper filing procedures for those who can prove discrimination on the job. ^(CS1, CS2, CS3, CS4, CS5)</p> <p>Have students discuss EEOC regulations related to testing of job applicants (http://www.eeoc.gov/policy/docs/factemployment_procedures.html). ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>c. Use the Guest Speaker Evaluation Form.</p> <p>Use observation to check for student understanding.</p>
<p>d. Evaluate employment applications, and screen applicants to be interviewed. ^(DOK2)</p>	<p>d. Obtain employment applications from local employers, and have students evaluate them for compliance with EEOC regulations. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Have students research job requirements and write job descriptions. Have them use word processing software to produce a help-wanted advertisement. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>d. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Use the Written Report Assessment Rubric to evaluate job descriptions.</p>
<p>e. Develop appropriate employment interview questions. ^(DOK2)</p>	<p>e. Have students develop appropriate interview questions and then write and present a skit that includes appropriate and inappropriate interview</p>	<p>e. Evaluate the skit using the Role-play or Skit Assessment</p>

	questions. Have students peer assess the scenarios. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	Rubric.
f. Conduct employment interviews. (DOK3)	f. Have a personnel director from a local business conduct employment interviews with students. Videotape the interviews, and have students self-assess their performance. (E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	f. Evaluate the student self-assessment of interviews.
g. Hire employees. (DOK3)	g. Have the interviewer rate each interviewee according to appearance, responses to interview questions, confidence, and communication skills and then make a hiring recommendation for each student based on the interview process.	g. Evaluate interviews using the Interview Assessment Rubric.

Competency 3: Plan employee orientation and training using online resources. (DOK4) MA1 MA4, MA5

Suggested Enduring Understandings	Suggested Essential Questions
1. Employee orientation and training are important parts of the employment process.	1. Why is it important to offer orientation and training for employees?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Develop appropriate employee orientation and training session. (DOK4)	<p>a. Ask students the following questions: If you were required to conduct an orientation workshop for new employees, what kind of environment would you prepare? What facts would you provide? (E1, E2, E3, E4, E5, E6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Have students define terms related to employee orientation and training to include orientation, OSHA, work compensation, W-4 Form, INS Form I-9, beneficiary, pension, mission statement, vision statement, and sick leave. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Have students review new employee orientation sites to discover the types of orientation activities in which new employees might participate (http://www.management-advantage.com/products/free-ee2.htm). Lead a class discussion of orientation activities. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Have students work in teams to develop a plan for new employee orientation activities. Discuss the development of employee training plans. Provide a training scenario, and have students develop a training plan. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam</p>	<p>a. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Check terms for accuracy.</p> <p>Evaluate orientation activities for completeness and appropriateness.</p> <p>Evaluate training plans for accuracy, completeness, appropriateness, neatness, and format.</p>

(<http://www.microsoft.com/learning/mcp/officespecialist/objectives/Word2003ExamSkillStandards.msp>). (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)

Competency 4: Appraise employee performance. (DOK3, MA5)

Suggested Enduring Understandings

1. The steps of the management control process are setting standards, measuring performance, comparing performance with standards, and taking corrective action.
2. An employment procedures manual is essential for the workplace.
3. Employee performance appraisals provide feedback to the employee.
4. Problem performance and employees that are troubled can cause negative results in the workplace.
5. Counseling and performance management procedures are often needed for problem employees.
6. Due process is an important part of the firing process.

Suggested Essential Questions

1. What are the steps of the management control process?
2. Why is an employment procedures manual needed necessary for the workplace?
3. How are employee performance appraisals beneficial for the workplace?
4. What are some of the consequences of an employee's problem performance, and what are some of the symptoms of a troubled employee?
5. How can counseling and performance management procedures benefit employees and the workplace?
6. What is due process, and why is it important?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Describe the steps in the management control process to include (1) setting standards, (2) measuring performance, (3) comparing performance with standards, and (4) taking corrective action. (DOK3)</p>	<p>a. Have students define terms related to employee performance to include the following: Procedure manual, performance appraisal, employee appraisal, termination, due process, mediator, exit interview, promotion, transfer, discharge, and recruitment. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Have students research the steps of the management control process including setting standards, performance measurement, and corrective action. Use their findings to lead a class discussion. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>a. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Check for student comprehension using observation.</p>
<p>b. Produce an employment procedures manual. (DOK3)</p>	<p>b. Have students work in teams to research employment procedures and develop a manual of employment procedures including employment, employment practices, and hiring practices (http://www.bizmanualz.com/pdf/samples/HRSample.pdf and http://humanresources.about.com/od/policysamples/a/policy_samples.htm). This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/offices</p>	<p>b. Observe and evaluate the team presentations.</p>

<p>c. Conduct employee performance appraisals. (DOK3)</p>	<p>c. Discuss the importance of employee performance appraisals. Explain how employees receive feedback that benefits both the employee and employer.</p> <p>Have students get into pairs. Student A will be asked to perform a certain task, while Student B evaluates the performance. Have the students switch roles letting Student B perform a task, while Student A evaluates the performance.</p>	<p>c. Have students peer evaluate their performance in a given task.</p> <p>Use observation check for accuracy.</p>
<p>d. Describe problem performance, and identify symptoms of a troubled employee. (DOK1)</p>	<p>d. Lead a class discussion related to employee assistance programs (http://en.wikipedia.org/wiki/Employee_assistance_programs). Have students explain the purpose of employee assistance programs and list some of the resources offered by such programs. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>d. Assess student understanding by observing contributions to class discussions and participation in activities.</p>
<p>e. Describe counseling and performance management procedures for problem employees. (DOK1)</p>	<p>e. Use a data projector to present the slide presentation "How to Help an Underachiever" found at http://www.inc.com/multimedia/slideshows/content/sq-underachievers_pagen_1.html. Lead a class discussion of ways a manager can assist problem employees. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>e. Assess student understanding by observing contributions to class discussions and participation in activities.</p>
<p>f. Describe procedures for firing an employee including due process. (DOK2)</p>	<p>f. 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 using the Employee Performance Presentation Evaluation Form. (CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>f. Use the Guest Speaker Evaluation to check for content and grammar.</p>

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Management

Unit 10: Business Communication for Managers

Competency 1: Demonstrate business telephone procedures. (DOK2, MA2, SS2, H2)

Suggested Enduring Understandings

1. Good communication skills are key in representing the company that you work for in a positive light.
2. Always express professionalism in answering the telephone at work.
3. It is always appropriate to answer the telephone in a professional manner.

Suggested Essential Questions

1. Why is it important to have good communication skills when answering the telephone?
2. Why should slang not be used in answering a business phone?
3. Is it appropriate to use slang when answering the telephone at any time?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Research the history of the telephone and its impact on business communication. (DOK1)</p>	<p>a. Ask students the following questions: Do you have a cell phone? If so, what kind of phone do you have? What features does your phone have? Do you use those features? How often? How does the cell phone differ from a business phone? (E1, E2, E3, E4, E5, E6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Have students develop a time line using the information. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Have students define terms related to business phone procedure including wireless, voice mail, text messaging, screening, answering machine, speed dialing, caller ID, call forwarding, call hold, call waiting, automatic callback, and conference call. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Have students work in pairs to create a graphic of each term to represent their understanding of the meaning of the terms. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>a. Assess students using the Written Report Assessment Rubric.</p> <p>Evaluate time lines for accuracy and completeness.</p> <p>Evaluate students by using word wall with related terms. Students will visit each term and write down what the term means and use in sentence.</p> <p>Check for student understanding by using the Group Work Assessment Rubric.</p>
<p>b. Demonstrate appropriate techniques for answering calls, placing calls on hold, and transferring calls. (DOK1)</p>	<p>b. Lead a class discussion of appropriate telephone procedures. Have a group of students perform a humorous skit that demonstrates inappropriate telephone procedures. At the end of the performance, have the class make a list of the inappropriate procedures included in the skit. Lead a class discussion of what procedures should have</p>	<p>b. Assess student understanding by observing contributions to class discussions and participation in activities.</p>

	been followed. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)		
c. Accurately record telephone messages. (DOK2)	c. Explain to students the steps for taking accurate telephone messages. Have students take telephone messages using message pads. Students will peer assess the messages for completeness and accuracy. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	c. A rating checklist will be used by students to peer assess telephone messages for neatness, completeness, and accuracy.	
d. Apply techniques for screening calls. (DOK2)	d. Explain procedures for handling difficult callers. Have students work in teams to create and present scenarios of how to handle difficult callers. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	d. Evaluate scenarios for inclusion of appropriate procedures for handling difficult callers.	
e. Research specialized equipment available for physically impaired telephone users. (DOK1)	e. Have students visit the local library to view telephone equipment used for physically impaired users. (CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	e. Have students create a spreadsheet and graph in comparing the various types of services offered.	
f. Demonstrate techniques for handling difficult callers. (DOK2)	f. Explain procedures for handling difficult callers. Have students work in teams to create and present scenarios of how to handle difficult callers. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	f. Evaluate scenarios for inclusion of appropriate procedures for handling difficult callers.	
g. Research wireless telephone services available for business use. (DOK2)	g. Have students research the different types of wireless telephone services that are available and the kinds of products offered and create a spreadsheet that compares various services, products, and prices. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	g. Students will create a presentation board of the various wireless services available for oral presentation. The Presentation Assessment Rubric will be used for assessment.	

Competency 2: Create business documents. (DOK3, MA1, MA2)

Suggested Enduring Understandings

1. It is important that all major parts of a letter be used when writing business letters.
2. There are several different styles of business letters that can be used.
3. There are differences and similarities in a business letter and a personal letter.
4. It is important to plan and organize before business documents are written.

Suggested Essential Questions

1. What are the major parts of a business letter?
2. What are the different styles of business letters that can be written?
3. What are the differences and similarities between a business letter and a personal letter?
4. Why is it important to plan and organize before writing business documents?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify the parts of business letter. (DOK1)	a. At the beginning of the unit, use the question/answer method to determine students' prior knowledge of different kinds of letters. At the end of the unit, have students identify parts of the business letter and the different letter styles used. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	a. Assess student understanding by observing contributions to class discussions and participation in

		Use a data projector to present samples of various business and personal style letters. Explain the differences and similarities of a business style letter and a personal letter. Have students define terms related to business documents including the following: Block style letter, modified block style, and simplified block style, inside address, greeting, body, closing, memo, and reference initials.	activities.
b. Correctly format business letters in the block, modified block, and simplified block styles and business envelopes. (DOK2)	b. Have students correctly format modified block, simplified block, and block style letters. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)		b. Evaluate letters using the Business Letter Assessment Rubric.
c. Plan, organize, and create various business letters to include the following: Letter of request, persuasive letter, job offer letter, letter to unsuccessful job applicants, letter of refusal, sales and promotional letters, and handwritten thank-you note and envelope. (DOK2)	c. Have students write and format a letter of request to a college or university for college entrance information. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)		c. Evaluate letters using the Business Letter Assessment Rubric.
	Have students write a thank-you note to the college when requested information is received. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)		
	Have students correctly format formal and simplified memorandums. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)		
	Have students create a portfolio of letter and memorandum styles. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)		Evaluate portfolios for neatness, completeness, and accuracy.
d. Critique business letters; proofread, edit, and make corrections. (DOK3)	d. Have students work in pairs to peer assess letters. Have students proofread and edit letters.		d. Assess student understanding by observing contributions to class discussions and participation in activities.
e. Plan, organize, and create formal and simplified memos. (DOK2)	e. Have students explain the difference between a memo and a business letter. (E1, E2, E3, E4, E5, E6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)		e. Assess student understanding by observing contributions to class discussions and participation in activities.
	Have students correctly format simplified memos to several businesses.		
f. Research a management-related topic, using electronic sources, and create a	f. Have students research, write, and format a report in APA style (http://apastyle.apa.org/) on a teacher-approved, management-related topic. Have students present findings using an electronic slide presentation.		f. Evaluate reports using the Written Report Assessment Rubric.

business report in APA style.

(1) Examine online research techniques.

- a. Use a search engine.
- b. Critique electronic resources for credibility, timeliness, viewpoint/bias, accuracy, usefulness, appropriateness, depth, and scope of information and the use of cited, reputable sources.

(2) Preview report styles.

(3) Plan, organize, and create a business report using word processing software.

(4) Critique the report; proofread, edit, and make corrections. ^(DOK2)

This assignment should be designed to meet the certification standards for the Microsoft Office

Specialist exam. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)

Have students correctly format a business report including the following elements: Title page, table of contents, body, and bibliography. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)

^(DOK2)

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Management

Unit 11: Business Procedures

Competency 1: Demonstrate business use of mail, telecommunication systems, and office equipment. (DOK2, MA1, MA2, MA4, MA6, SS2, H2)

Suggested Enduring Understandings	Suggested Essential Questions
<ol style="list-style-type: none"> 1. A fax machine transmits images via phone lines. 2. E-mail should be used in an ethical manner. 3. Acceptable use policies help protect the owner of equipment, software, and Internet use. 	<ol style="list-style-type: none"> 1. How does a fax machine transmit information? 2. What are some of the improper ways to use e-mail? 3. Why is important to have an acceptable use policy in place?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Research the origins of the U.S. Postal Service. (DOK1)</p>	<p>a. Have students define the following terms related to the business use of mail and telecommunications systems: Bulk mail, e-mail, networking, postage, postage meter, bar code, delivery confirmation, express mail, first class mail, facsimile (fax), telecommunications, analog, digital, modem, videoconferencing, junk mail, mailing lists, zip codes, automated, confidential, time zone, duplexing, toner, collate, copy log, image enlargement and reduction, and copy count. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Use the Flyswatter Terminology game to assess knowledge of mail and telecommunication terminology. Divide students into two teams. Post terms on a wall, and give one student from each team a flyswatter. Read each definition, and have students swat the matching term. The first student to hit the correct term scores two points for his or her team. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Have students use the Internet to research the history of the U.S. Postal Service and create a time line. The time line will include the time in history and factual information along with a graphic or drawing illustration. Information related to the history of the U. S. Post the time line around the room in date/time line order. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>a. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Check for student understanding by observation.</p> <p>Assess the business communications time line for completeness and accuracy.</p>
<p>b. Classify and process incoming, outgoing,</p>	<p>b. Use a Graffiti Wall to pre-assess student knowledge of correspondence. The Graffiti Wall</p>	<p>b. Assess student contributions to the</p>

and confidential correspondence. ^(DOK2)	technique provides an opportunity for students to decorate a wall or space with graphics/pictures that represent what they understand about a topic. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	Graffiti Wall.
c. Demonstrate the use of a facsimile machine. ^(DOK2)	<p>c. Demonstrate the use of a facsimile machine, and explain all elements of the fax report. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Have students use a facsimile machine. Have them locate and explain the elements of the fax report. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>c. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Check for student comprehension by observation.</p>
d. Demonstrate ethical, appropriate use of business e-mail. ^(DOK2)	<p>d. Have students research e-mail etiquette and then create and present a poster with a list of etiquette do's and don'ts. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>d. Assess student understanding by observing contributions to class discussions and participation in activities.</p>
e. Create an acceptable use policy using online resources and word processing software. ^(DOK2)	<p>e. Present information to students regarding acceptable use policies. Discuss the importance and purpose of acceptable use policies (http://www.marshall.com/issues/acceptable-use-policy.asp and http://compnetworking.about.com/od/filetransferprotocol/a/aup_use_policy.htm). ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Have students create an acrostic. The first letter of each word included in the acrostic should spell the term "acceptable use policy." Each word in the acrostic should describe a characteristic of an acceptable use policy. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Review the school's acceptable use policy, and have students make revisions and then retype the policy using word processing software. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Discuss the importance of an acceptable use policy. Have students work in groups to create an acceptable use policy for business Internet use. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam</p>	<p>e. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Have students peer assess acceptable use policies.</p> <p>Evaluate acceptable use policies for accuracy.</p> <p>Check for student understanding by using the Group Work Assessment Rubric.</p>

(<http://www.microsoft.com/learning/mcp/officespecialist/objectives/Word2003ExamSkillStandards.mspix>).
(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)

<p>f. Describe the impact of science and technology on the historical development of business communication systems in the United States. <small>(DOK1)</small></p>	<p>f. Have students research the impact of science and technology on the historical development of business communication systems in the U.S. Have students use the online creation tool found at http://www.readwritethink.org/materials/timeline/ to create a time line of business communication. <small>(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</small></p>	<p>f. Assess student understanding by observing contributions to class discussions and participation in activities.</p>
<p>g. Use the Internet to research and compare features and prices of photocopier systems. <small>(DOK2)</small></p>	<p>g. Demonstrate the features of a photocopier. Have students use word processing software to create a procedures manual for using photocopier features. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/officespecialist/objectives/Word2003ExamSkillStandards.mspix). <small>(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</small></p>	<p>g. Assess student understanding by observing contributions to class discussions and participation in activities.</p>
<p>h. Given a business scenario, select a photocopier appropriate for a specified purpose, and provide a rationale for the selection. <small>(DOK2)</small></p>	<p>h. Have students refer to their procedures manual while making a photocopy. <small>(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</small></p>	<p>h. Assess student understanding by observing contributions to class discussions and participation in activities.</p>
<p>Present the following scenario to students, and have them simulate a business presentation: You are the chair of the equipment purchasing committee for your company. You are responsible for researching features and prices of photocopiers for the department for which you work. The department makes approximately 5,000 copies per day. Use the Internet to research and compare features and prices of three photocopiers that might be purchased by the department. Determine which machine best meets departmental needs based on cost effectiveness and efficiency. Prepare a report of your findings and an electronic presentation to present your recommendation to the committee. Your report and presentation should include your findings and provide a rationale for your recommendation. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/officespecialist/objectives/Word2003ExamSkillStandards</p>		<p>Use the Role-play or Skit Assessment to check for student understanding.</p>

.mspx). (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)

Competency 2: Investigate time management concepts. (DOK3, MA1, MA2, MA4, MA6)

Suggested Enduring Understandings

1. When scheduling appointments, there are guidelines to follow.
2. Time management techniques are important in the workplace.

Suggested Essential Questions

1. What guidelines should be followed when scheduling appointments?
2. Why is it important to have good time management techniques?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Explain guidelines to follow when scheduling appointments. (DOK2)</p>	<p>a. Discuss time management. Why is it important? Ask students to discuss what might happen if they failed to use time management techniques. (E1, E2, E3, E4, E5, E6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Have students define the following terms related to time management concepts: Calendar, recurring, appointments, time management, obligations, flexible, and chronologically. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Use information from http://www.mindtools.com/pages/article/newHT00.htm to discuss time management. (E1, E2, E3, E4, E5, E6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Have students use the features in Microsoft Outlook to schedule a day that includes appointments and an alarm to sound 5 minutes before the end of class. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>a. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Use the Blackboard Learning System to assess student understanding of terms and concepts of time management.</p> <p>Check appointments for accuracy.</p>
<p>b. Research and compare common time management techniques. (DOK2)</p>	<p>b. Have students use the Internet to research a time management tool and report their findings in an oral presentation. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Have students play the time management game at http://www.planetozkids.com/ozzoom/games/diner-shop-time-management-games.htm. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>b. Evaluate oral presentations using the Presentation Assessment Rubric.</p> <p>Assess student understanding by observing contributions to class discussions and participation in activities.</p>

Competency 3: Conduct formal meetings, and prepare related documents using technology. (DOK2, MA1, MA2, MA4, MA6, SS4)

Suggested Enduring Understandings

1. The secretary generally prepares and reads the minutes of a business meeting.
2. Robert’s Rules of Order are the general rules to follow for the progression of a business meeting.
3. An agenda outlines the activities of a business meeting.

Suggested Essential Questions

1. What is an agenda?
2. What is the accepted procedure to follow in a business meeting?
3. Who prepares the minutes in a business meeting?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Describe the process of planning and scheduling formal meetings. (DOK1)</p>	<p>a. Have students complete the online pretest at http://www.rulesonline.com/home/Quiz.htm. At the end of the lesson, use the same test as a post-assessment.</p> <p>Have students define terms related to formal business meetings to include agenda, minutes, call to order, and adjourn. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>a. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Evaluate student knowledge using a pretest and posttest on Robert’s Rules of Order.</p>
<p>b. Prepare an agenda in an acceptable format using word processing software. (DOK2)</p>	<p>b. Have students create and correctly format an agenda for an FBLA meeting. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/officespecialist/objectives/Word2003ExamSkillStandards.msp). (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>b. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Evaluate agendas for completeness and accuracy.</p>
<p>c. List the steps to follow in planning a business meeting. (DOK2)</p>	<p>c. Have students role-play a business meeting using Robert’s Rules of Order. Include inappropriate practices in the role-play, and have the class identify these practices as they observe the role-play. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>c. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Evaluate participation in business meeting role-play.</p>
<p>d. Conduct a business meeting according to</p>	<p>d. Conduct an FBLA meeting using Robert’s Rules of Order. Have a student record meeting minutes on</p>	<p>d. Assess student understanding by</p>

Robert's Rules of Order. ^(DOK2)	the board. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	observing contributions to class discussions and participation in activities. Evaluate minutes for completeness and accuracy.
e. Prepare minutes in an acceptable format using word processing software. ^(DOK2)	e. Have students use word processing software to correctly format minutes of the FBLA meeting. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (http://www.microsoft.com/learning/mcp/officespecialist/objectives/Word2003ExamSkillStandards.msp). ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	e. Assess student understanding by observing contributions to class discussions and participation in activities.
f. Discuss the similarities of business meeting procedures with the operations of the U. S. Congress. ^(DOK2)	f. Use a data projector to display the C-Span Web site at http://www.c-span.org . Click on the Watch Live link for the House or the Senate. Use a Venn diagram (http://www.graphic.org/venbas.html ; http://www.teach-nology.com/web_tools/graphic_org/venn_diagrams/) to lead students in a discussion of the similarities between a meeting of Congress and a formal business meeting. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6) Have students list five things that they observed while watching the Congress in action. Use their lists to lead a class discussion. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	f. Assess student understanding by observing contributions to class discussions and participation in activities.

Competency 4: Plan a trip using online resources. ^(DOK3, MA1, MA2, MA4, MA6)

Suggested Enduring Understandings

1. A travel itinerary can be developed using word processing software.
2. A travel portfolio or brochure can be developed using word processing software.

Suggested Essential Questions

1. Which type of software would you use to prepare a travel itinerary?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Prepare a travel itinerary for a selected destination using word processing software. ^(DOK1)	a. Define terms related to business travel to include itinerary, layover, reservations, accommodations, expenses, budget, destination, and lodging. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	a. Evaluate the travel itinerary for accuracy and completeness.
b. Prepare a travel budget and portfolio	b. Have students use the Internet to develop a travel portfolio for a selected destination. The portfolio	b. Check portfolios for accuracy.

for the destination
using word processing
software. ^(DOK3)

should include a correctly formatted itinerary,
flight schedules, layovers, planned meal
reservations, car rental and ground transportation
information, and hotel accommodations. Provide
portfolio guidelines, and have students work
within a given travel budget. <sup>(E1, E2, E3, E4, E5, E6, R2, R3,
R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5,
T6)</sup>

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For additional references, activities, and Web resources, please refer to the Business and Management P.A.C.E. Web site at <http://rcu.blackboard.com> (available only to registered users).

Management

Unit 12: Business Operations and Security

Competency 1: Explain the functions of business operations. (DOK2, BC6, BC11)

Suggested Enduring Understandings

1. There are several types of business operations necessary in order for a business to function properly.
2. Ethical guidelines are in place for safety on the Internet.
3. Technology is an important part of business operations.

Suggested Essential Questions

1. What are the common types of business?
2. What types of operations software are used by your school or school district?
3. What are ways in which you use technology to do business?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Discuss the types of business operations to include facilities management, logistics, scheduling, and safety. (DOK1)</p>	<p>a. Discuss common types of operations software to include project management, budgeting, scheduling, inventory, computer security, document management, and manufacturing automation.</p> <p>Have students use the Internet to research specific software packages of each type and then use spreadsheet software to prepare a purchase requisition that includes the software name, type, features, cost, and vendor name and contact information.</p> <p>Have students select an item they would like to purchase and locate an online business that sells the item. Have them use the site to simulate the selection and purchase of the chosen item and then discuss the site's features including ease of use, product selection, price, and design. Have them determine whether principles of price, product, place, and promotion were used and provide examples from the site in written report form. (E1,E2,E3,E4,E5,E6, R1,R2,R3,R4,R5,R6,S3, W1,W2,W3,W4,W5 T1,T2,T3,T4,T5,T6)</p>	<p>a. Evaluate research for content and appearance.</p> <p>Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Use the Written Report Assessment Rubric to evaluate student reports for accuracy and content.</p>
<p>b. Discuss the role of ethics in operations. (DOK1)</p>	<p>b. Discuss ethical issues related to spamming, business e-mail, and the use of the Internet. CS2,CS3</p> <p>Have students use the Internet to search for current articles and/or case studies related to business ethics. Have them prepare and present a</p>	<p>b. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.</p> <p>Evaluate research for content and</p>

	report and an electronic slide presentation of their findings. (E1,E2,E3,E4,E5,E6, R1,R2,R3,R4,R5,R6,S3, W1,W2,W3,W4,W5 CS2,CS3 T1,T2,T3,T4,T5,T6)	appearance.
c. Describe the use of technology in operations. (DOK2)	c. Compare and contrast the types of computers including desktop, laptop, and personal digital assistant (PDA). (E1,E2,E3,E4,E5,E6, R1,R2,R3,R4,R5,R6,S3, W1,W2,W3,W4,W5 T1,T2,T3,T4,T5,T6)	c. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.
	Label the main hardware components of a computer including the CPU, CD-ROM/DVD drive, keyboard, mouse, monitor, printer, scanner, and modem. (E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,S3, W1,W2,W3,W4,W5 T1,T2,T3,T4,T5,T6)	Check for student understanding by using a teacher-created checklist.
	Have students use a digital camera or scanner to create digital pictures in gif or jpeg format and then insert the picture into a document using a graphics arts or Web page design program. (W1,W2,W3,W4,W5 T1,T2,T3,T4,T5,T6)	Check for accuracy by observation.
	Review Internet terminology including Web server, filename extensions (.com, .edu, .gov), business-to-business (B2B) and business-to-consumer (B2C), uniform resource locator (URL) browser, and search engine. Assign one term to each student, and have each student print an example to show use of the technology. (W1,W2,W3,W4,W5 T1,T2,T3,T4,T5,T6 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6)	Assess student understanding by observation.

Competency 2: Discuss health and safety regulations in the workplace and procedures for reporting noncompliance. (DOK2, BC11)

Suggested Enduring Understandings

1. Safety procedures are put in place to protect both people and equipment.
2. Computer equipment can potentially pose health hazards.
3. Laws are in place for workplace safety.
4. There are laws in place for noncompliance to safety guidelines.

Suggested Essential Questions

1. What are some worker's rights in regard to workplace safety?
2. What are the potential health hazards when working with computer equipment?
3. What are some safety rules that are implemented at your school?
4. What are some consequences to federal guidelines?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify health concerns. (DOK1)	a. Have students work in teams and use the Internet to locate information related to health and safety in the workplace. Have each team locate the following: <ul style="list-style-type: none"> o The roles and responsibilities of the Health and Safety Authority in a specific state 	a. Assess student understanding by observing contributions to class discussions and participation in activities.

	<ul style="list-style-type: none"> ○ Workers’ rights and responsibilities in regard to health and safety in the workplace ○ Ways to avoid workplace hazards (E1,E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6) <p>Have students use the Internet to identify health concerns (carpal tunnel syndrome, eye strain, falls, spills, burns, muscle strain, and unsafe equipment operation) in the workplace and then create a brochure that discusses health concerns, the cause, and solutions to the problem. (E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6)</p>	<p>Assess student understanding by checking brochures for accuracy.</p>
<p>b. Review safety procedures for a given career field. ^(DOK2)</p>	<p>b. Have students use the Internet to locate information related to a given career field and review safety procedures for that field. Have them present their findings using an electronic slide presentation and explain why those procedures are needed and how the laws presented in Unit 5 apply to safety in that career field. (E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6)</p>	<p>b. Assess student understanding by observing contributions to class discussions and participation in activities.</p>
	<p>Have students demonstrate safety precautions used when using equipment such as a photocopier, scissors, a stapler, a hot glue gun, and extension cords in the workplace. (CS1,CS2,CS3,CS4,CS5)</p> <p>Invite a local business representative to discuss procedures for emergency situations in the workplace. (CS1,CS2,CS3,CS4,CS5)</p> <p>Invite a human resource specialist to discuss his or her safety training plan. Have students take notes. (CS1,CS2,CS3,CS4,CS5)</p> <p>Have students work in teams to create a safe work environment portfolio/policy/procedures manual for a local business to include safety rules, potential safety hazards, and solutions or preventions. (E1,E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6)</p>	<p>Evaluate student understanding by using the Role-play or Skit Assessment Rubric.</p> <p>Assess student understanding by reviewing the students’ Guest Speaker Evaluation Forms.</p> <p>Evaluate student understanding by using the Group Work Assessment Rubric.</p>
<p>c. Investigate federal safety regulations and procedures for reporting noncompliance. ^(DOK2)</p>	<p>c. Have students tour the career–technical center to discover various health and safety regulations related to each occupational area. Have them work in teams to create a booklet for each program’s health and safety rules and procedures. (E1,E2,E3,E4,E5,E6,R1,R2,R3,R4,R5,R6,W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6)</p>	<p>c. Evaluate research for content and appearance.</p>

Competency 3: Discuss purchasing activities to obtain business supplies, equipment, and services. ^(DOK3, BC11)**Suggested Enduring Understandings**

1. Following proper purchasing procedures assists in maintaining inventory.
2. Every time you make a purchase, steps in the purchasing procedure must be followed.
3. Everyone plays a role in the purchase and expense process.

Suggested Essential Questions

1. What process should be following in replenishing inventory?
2. What decisions must to made in the purchasing process?
3. What is the employee role in expense control?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain purchasing procedures. ^(DOK3)	a. Discuss how businesses make their buying decisions to include the following decisions: What to purchase, when to purchase, from whom to purchase, and how to purchase. Use Access to set up inventory of supplies and implement a system to know when to replenish. Create another database for inventory. ^{E1,E2,E3,E4,E5,E6} R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1, T4, T6	a. Evaluate research for content and appearance
b. Discuss procedures for maintaining an inventory of supplies. ^(DOK3)	b. Discuss the business buying process to include the following steps: Problem recognition, product specification, supplier search, supplier selection, submit order, and review performance. ^{(E1,E2,E3,E4,E5,E6} R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5) Using Excel, have students develop a purchase plan for a list of proposed products for a business of the students' choice. Students will determine the price that will be charged for each listed product. They will then estimate monthly operating expenses for the business. Students will determine if the business has made a profit or a loss. ^{(E1,E2,E3,E4,E5,E6} R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6) Have students use the Internet to research online articles related to inventory systems. Have students write and prepare a summary on an article's information using word processing software and present the information to the class. ^{(E1,E2,E3,E4,E5,E6} R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6) Have students work in groups to participate in a role-play situation dealing with inventory in business situations. ^{(E1,E2,E3,E4,E5,E6} R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5)	b. Assess student understanding by observing contributions to class discussions and participation in activities. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.
c. Discuss production.	c. Define the term "production," the process of	c. Assess student

(DOK1)	creating, expanding, manufacturing, or improving on goods and services. (E1,E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5)	understanding by observing contributions to class discussions and participation in activities.
	Have students complete student-guided notes (fill-in-the-blank notes that students use as the teacher lectures) on the following inventory terms: Inventory, inventory management, just-in-time (JIT) inventory system, perpetual inventory system, physical inventory system, cycle counts, stock-keeping unit (SKU), dollar control, unit control, inventory turnover, basic stock list, model stock list, never-out list, real-time inventory system, and ASAP (as soon as possible). (E1,E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5)	Check student-guided notes for accuracy.
d. Describe production activities. (DOK1)	d. Students will classify production activities including growing, extracting, and manufacturing. (E1,E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5)	d. Assess students' knowledge through a summative assessment using a classroom response system and/or Blackboard.

Competency 4: Implement quality-control processes to minimize errors and to expedite work flow. (DOK4, BC11)

Suggested Enduring Understandings

1. Quality-control measures are in place to limit errors and ensure smooth workflow.
2. Quality control is utilized both at work and at home.

Suggested Essential Questions

1. What is the difference between a good leader and someone who is simply supervising employees?
2. What is the role of good supervision in the quality-control process?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify quality-control measures. (DOK1)	a. Invite a guest speaker in management to speak to students on the importance of quality in the workplace. (CS1,CS2,CS3,CS4,CS5) The teacher and students will be involved in a class discussion about the role of management in a horizontal organization and a vertical organization. Discuss the pros and cons of both systems. CS1,CS2,CS3,CS4,CS5	a. Check for student understanding by reviewing the students' Guest Speaker Evaluation form. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Utilize quality-control methods at work. (DOK4)	b. Students will construct a box from paper materials to be used to package an egg. Once the container is constructed, the egg will need to be packaged in wrapping materials to protect the egg. The students may conduct a drop test to determine if	b. Evaluate research for content and appearance.

	the egg will survive a drop from the roof of a building. Students will apply the importance of quality control as they check to see if the egg survived the drop due to the packaging that is used in the product packaging. (E1,E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6)	
c. Describe the role of management in the achievement of quality. (DOK2)	c. The students or teacher will use role-play to demonstrate characteristics of an effective supervisor. All characteristics should be included in the demonstration including giving clear directions, training new employees, being consistent, treating employees fairly, being firm when necessary, setting a good example, delegating responsibility, and fostering teamwork. Discuss and differentiate between a good leader and someone who is simply supervising employees. (E1,E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6)	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Establish efficient operating systems. (DOK2)	d. Students will role-play business situations using the horizontal organization and the vertical organization. (CS1,CS2,CS3,CS4,CS5)	d. Assess student understanding by observing contributions to class discussions and participation in activities.

Competency 5: Implement expense-control strategies to enhance a business’s financial well-being. (DOK3, BC11)

Suggested Enduring Understandings

1. Items stole from businesses increase price and operating cost.
2. Employees play an important role in expense control.

Suggested Essential Questions

1. What is the nature of overhead/operating cost?
2. What is the employee’s role in expense control?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explain the nature of overhead/operating costs. (DOK2)	a. Students will give examples of items that get taken from places of business each day. Each student will then discuss the cost of each item and how that cost affects a business. (E1,E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5)	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Explain the employee’s role in expense control. (DOK3)	b. Students will research and create an electronic slide presentation on costs related to starting, managing, and operating a business. (E1,E2,E3,E4,E5,E6 R1,R2,R3,R4,R5,R6 W1,W2,W3,W4,W5 CS1,CS2,CS3,CS4,CS5 T1,T2,T3,T4,T5,T6)	b. Evaluate research for content and appearance.
	Students will discuss what they feel is their role in expense control. (E1,E2,E3,E4,E5,E6 CS1,CS2,CS3,CS4,CS5)	Assess student understanding by observing contributions to class discussions and participation in activities.

Management

Unit 13: Information Management

Competency 1: Apply filing procedures. (DOK3. MA2, MA4, MA6, SS4, SS5, H1, H4, H5)

Suggested Enduring Understandings

1. Information management is used by everyone daily.
2. An electronic filing system is necessary for easy retrieval of information.
3. Electronic storage media assist in keeping large amounts of data in limited space.
4. Knowing how long to keep records is essential to good information management.

Suggested Essential Questions

1. What are ways information management is used in daily activities?
2. What are the benefits of having a good filing system?
3. What are the pros and cons of using electronic storage opposed to manual storage systems?
4. Why is it important to know how long to keep records?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Use the Internet to research federal laws related to confidentiality of records, and present findings. (DOK2)</p>	<p>a. Discuss learning goals for the unit. As each concept is taught, present assessment criteria for each assignment to ensure that students understand standards and expectations.</p> <p>The Graffiti Wall technique provides an opportunity for students to decorate a wall or space with graphics/pictures that represent what they understand about a topic. At the beginning of the unit, use a Graffiti Wall to determine what the students know about filing management. At the end of the unit, have students add what they have learned to the wall. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Using a cell phone or PDA, display the contacts as an introduction to a discussion of how information management is used by students every day.</p> <p>Have students research the Internet for federal laws related to confidentiality of records and discuss these with the class. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Have students use the Internet to research the history of the Privacy Act of 1974 and the impact on business operations. Have students complete a one-page report on the act and its impact on</p>	<p>a. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Check the Graffiti Wall for accuracy.</p> <p>Use observation to evaluate understanding.</p> <p>Evaluate Web-based research, and have students peer assess research using the Web Page Evaluation Checklist.</p> <p>Using the written report assessment rubric, evaluate student work.</p>

business. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)

<p>b. Discuss the importance of ethical conduct when working with sensitive information. (DOK1)</p>	<p>b. Lead the class in a discussion of the importance of ethical conduct when working with sensitive information. Have students work in groups to write scenarios demonstrating ethical and unethical conduct when working in the workplace.</p> <p>Discuss with students the responsibilities of business owners concerning records maintenance according to federal law. (E1, E2, E3, E4, E5, E6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Have students use the Internet to research and debate whether employees have privacy rights in a workplace. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>b. Evaluate scenarios for understanding of ethical and unethical conduct by observing student demonstrations.</p> <p>Evaluate student understanding by observation.</p> <p>Use the Debate Assessment Rubric to evaluate student activity.</p>
<p>c. Identify filing systems. (DOK1)</p>	<p>c. Describe the various types of records storage equipment. Have students take notes. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Have students define terms related to information management including record clerks, surname, storage media, fields, record, file, database, requisition card, out guide, out folder, indexing, guides, retrieve, store, tickler file, alphabetically, chronologically, manually, sort, and code. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>c. Assess student understanding by observing contributions to class discussions and participation in activities.</p>
<p>d. Discuss classification, retention of records, and storage methods for useful, important, and vital records. (DOK2)</p>	<p>d. Describe and demonstrate how to transfer and store inactive files. Have students use the Internet to research the various media used in filing and prepare a summary using word processing software. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>d. Assess student understanding by observing contributions to class discussions and participation in activities.</p>
<p>e. File records according to basic indexing rules for personal and business names manually and electronically. (DOK2)</p>	<p>e. Discuss and demonstrate the basic indexing rules for personal and business names. Have students practice using basic indexing rules for personal and business names. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Have students perform manual filing activities for personal and business names. Have students peer assess the activities. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1,</p>	<p>e. Assess student understanding by observing contributions to class discussions and participation in activities.</p> <p>Evaluate filing activities for correct application of basic indexing rules.</p>

W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)

Have students perform filing activities electronically using a database. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)

f. Discuss electronic filing and storage media used for filing systems. (DOK3)

f. Have students create an electronic database using Microsoft Access.

f. Assess student understanding by observing contributions to class discussions and participation in activities.

Discuss the different types of electronic storage media such as CDs, floppy disk, hard drive, and servers.

Observe students to evaluate understanding.

References

- ARMA Filing Rules* [PowerPoint presentation]. (n.d.). Retrieved December 12, 2007, from faculty.spokanefalls.edu/InetShare/AutoWebs/loud/ARMA%20Filing%20Rules.ppt
- ARMA International. (2005). *Establishing alphabetic, numeric, and subject filing systems*. Retrieved December 12, 2007, from <http://www.arma.org/bookstore/productdetail.cfm?ProductID=1518>
- Bailey, L. J. (2006). *Working* (4th ed.). Mason, OH: Thomson.
- Barrett, C., Kimbrell, G., & Odgers, P. (2003). *Office skills* (3rd ed.). Mason, OH: Thomson.
- Burrow, J. L., Kleindl, B., & Everard, K. E. (2008). *Business principles and management* (12th ed.). Mason, OH: Thomson.
- Kaliski, B. S., Passalacqua, D., & Schultheis, R. A. (2006). *Keeping financial records for business* (4th ed.). Mason, OH: Thomson.
- For additional references, activities, and Web resources, please refer to the Business and Management P.A.C.E. Web site at <http://rcu.blackboard.com> (available only to registered users).

Management

Unit 14: Management Applications

Competency 1: Investigate the role of American business in a global society. (DOK3, MA1, MA2, MA3, MA4, MA5, MA6, SS1,SS6, SS7)

Suggested Enduring Understandings

1. American business is a part of the global society.
2. Entrepreneurs are the backbone of the economy.

Suggested Essential Questions

1. What part does the United States play in the global society?
2. What does an entrepreneur do?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Determine the role of entrepreneurship in today's multicultural, global society. <small>(DOK1)</small>	a. At the beginning of the unit, pre-assess student knowledge of entrepreneurship by using the Closing Circle technique. Have students take turns sharing one thing they know about entrepreneurship. At the end of the unit, assess student knowledge by having them respond to four questions related to the unit. Have them write a response to each question on a 4-in. by 6-in. index card. <small>(E1, E2, E3, E4, E5, E6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</small>	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Analyze and discuss entrepreneurial opportunities in future trends. <small>(DOK2)</small>	<p>b. Have students use the Internet to research information about Tom Anderson and how he started the MySpace Web site (http://en.wikipedia.org/wiki/Tom Anderson (My Space); http://en.wikipedia.org/wiki/MySpace; http://www.forbes.com/2006/01/04/myspace-dewolfe-anderson-cx_np_0104myspace.html; http://www.spiegel.de/international/spiegel/0,1518,459685,00.html). Use the information to generate a class discussion on entrepreneurship. <small>(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</small></p> <p>Have students complete the self-assessment at http://www.entrepreneur.com/startingabusiness/selfassessment/article84134-1.html and then discuss their entrepreneurial personality types. <small>(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</small></p> <p>Lead a class discussion of the article "7 Habits for Business Success" available at http://www.entrepreneur.com/startingabusiness/selfassessment/article70826.html. <small>(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</small></p> <p>Use a data projector to present the slide show available at</p>	b. Evaluate the Venn diagram for accuracy and completeness.

	<p>http://inc.com/multimedia/slideshows/content/in-c-5000-how-we-did-it.html. Lead a class discussion of the traits of successful entrepreneurs. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Have students make a list of qualities of successful entrepreneurs and then discuss ways their personal skills and traits might be used to start their own business. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	
c. Outline the channels of distribution. (DOK1)	c. Define channels of distribution to include direct distribution, indirect distribution, wholesaler, retailer, and consumer. Define distribution to include the responsibility for moving, storing, locating, and/or transferring ownership of goods and services. (E1, E3, E5, R1, R3, R5, R6, W1, W2, W3, W4, W5 CS2, CS4, CS5 EC2)	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Analyze the various types of businesses in the channels of distribution. (DOK3)	d. Discuss the three ways of distribution to include transport products, receive products, and store products. (E1, E3, E5, R3, R5, R6, W1, W2, W3, W4, W5 CS2, CS4, CS5, EC2)	d. Assess student understanding by observing contributions to class discussions and participation in activities.
	Discuss time utility and place utility and how they relate to customer satisfaction in the distribution process. (E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5 CS2, CS4, CS5 EC3)	
e. Discuss the emergence of the United States' global business connections and the impact on U.S. business development and production. (DOK3)	e. Have students use the Internet to research the companies presented at http://finance.yahoo.com/career-work/article/103776/America's-Best-Young-Entrepreneurs-2007#table and then create and present a podcast about an assigned entrepreneur. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	e. Assess student understanding by observing contributions to class discussions and participation in activities.

Competency 2: Explore the various business ventures, and justify the selection. (DOK2, MA1, MA2, MA3, MA4, MA5, MA6)

Suggested Enduring Understandings

1. Establishing a business has many steps and processes.
2. Examine the differences in franchises, global business, and starting a new business.

Suggested Essential Questions

1. What is the difference in establishing a new business and buying a franchise?
2. What is a franchise?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Investigate the advantages/disadvantages of buying an established business and starting a business. (DOK1)	a. Download the Lemonade Tycoon game available at http://www.download-free-games.com/simulation/lemonade_tycoon.htm , and have students play it as an introduction to the unit. Use activities from the game to start a discussion about what it would be like to own a business. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Evaluate various business	b. Have a local business owner speak to the class about starting and owning a non-franchise	b. Evaluate scenarios to determine whether

opportunities. ^(DOK1)	business. ^(E1, E2, E3, E4, E5, E6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	students understand the responsibilities of business ownership.
c. Investigate the challenges of entering a family business. ^(DOK2)	c. Have students research the responsibilities of starting a business at http://www.toolkit.com/small_business_guide/sb_g.aspx?nid=P01_0000 and develop a scenario for starting a new business. Students will present these scenarios to the class for discussion. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Determine benefits and drawbacks of buying an established business as opposed to starting a new business. ^(DOK1)	d. Use the Web site http://www.toolkit.com/small_business_guide/sb_g.aspx?nid=P01_0900 to discuss advantages/disadvantages of buying a franchise. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	d. Evaluate student contributions to the debate.
e. Discuss the responsibilities of starting a business for one's self. ^(DOK2)	e. Have students generate ideas for a business venture using information available at http://www.sba.gov/teens/ideas.html . ^(R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	e. Assess student understanding by observing contributions to class discussions and participation in activities.
f. Discuss the importance of the global marketplace, and determine where there are opportunities. ^(DOK1)	f. Assign students to groups, and have them play the Industry Player Business Simulation game found at http://www.industryplayer.com/download.php . ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	f. Observe as students participate in the simulation game.
g. Determine key factors to consider when doing business with another country. ^(DOK2)	g. Have students complete lessons related to the global marketplace available at http://www.globalenvision.org/forteachers/29/1227/ . ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	g. Evaluate global marketplace activities for accuracy and completeness.

Competency 3: Conduct marketing research. ^(DOK3, MA1, MA2, MA3, MA4, MA5, MA6)

Suggested Enduring Understandings

1. It is important to know the market with which you are conducting business.
2. Some products are directly geared toward an age group or personality type.

Suggested Essential Questions

1. What are some of the characteristics of the consumer with whom I will be doing business with?
2. What kind of advertising should I do?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss the types of marketing research. ^(DOK1)	a. Demonstrate the difference in a consumer and a producer by having students complete the consumer/producer activity online at http://www.econedlink.org/lessons/index.cfm?lesson=EM464 . Have students discuss their favorite products and the producers of these products. ^{(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3,}	a. Assess student understanding by observing contributions to class discussions and participation in activities.

<p>b. Outline the steps in the research process. (DOK2)</p>	<p>b. Present information related to marketing research available at http://marketingteacher.com/Lessons/lesson_marketing_research.htm. Lead a class discussion of the steps involved in marketing research. Discuss marketing research methods and how various products are researched using these methods. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>b. Assess student understanding by observing contributions to class discussions and participation in activities.</p>
<p>c. Analyze strengths and weaknesses of competitors. (DOK2)</p>	<p>c. Direct students to http://www.smetoolkit.org/smetoolkit/en/content/en/531/Effective-Competitive-Analysis, and discuss the steps involved in competitive analysis. Lead a class activity in which students select a local business and then use competitive analysis to evaluate the strengths and weakness of its competitors. (For example, the class might choose to analyze Walgreens vs. CVS Pharmacy or Kroger vs. Bruno's.) (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>c. Assess student understanding by observing contributions to class discussions and participation in activities.</p>
<p>d. Complete a customer profile. (DOK2)</p>	<p>d. Have students complete a customer profile worksheet available at http://www133.americanexpress.com/osbn/Tool/biz_plan/market/customers.pdf. Discuss why this information is important in marketing a product. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>d. Assess student understanding by observing contributions to class discussions and participation in activities.</p>
<p>e. Complete a customer needs analysis. (DOK3)</p>	<p>e. Demonstrate how to develop an online survey, and then have students work in teams to develop an online survey at http://info.zoomerang.com/. Surveys should include questions related to where survey takers like to shop, where they like to eat, and what they watch on TV. Have the class brainstorm additional questions to be included in the surveys. Have teams exchange their survey links and complete the surveys developed by other teams. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>e. Evaluate the customer profile worksheet for accuracy and completeness.</p>

Competency 4: Produce a business plan. (DOK3, MA1, MA2, MA3, MA4, MA5, MA6)

<p>Suggested Enduring Understandings</p> <p>1. The entrepreneur should make detailed preparations before entering business.</p>	<p>Suggested Essential Questions</p> <p>1. What steps should be considered before starting a business?</p>
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Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Explain the purpose of a business plan. (DOK1)</p>	<p>a. Lead a class discussion of the purpose of a business plan using information available at http://www.nolo.com/article.cfm/ObjectID/5705A-F4D-2466-4B5B-BCCF04B021C01516/catID/E67C08E9-9FAE-4AD8-</p>	<p>a. Assess student understanding by observing contributions to class discussions and</p>

	840371947878E573/111/228/289/ART/ . ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	participation in activities.
b. Analyze the parts of a business plan. ^(DOK1)	b. Discuss the parts of a business plan using information available at http://www.nolo.com/article.cfm/ObjectID/8AE4F799-0038-4471-B573659C196695D2/catID/E67C08E9-9FAE-4AD8-840371947878E573/111/228/289/ART/ . ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Prepare a business plan using word processing software. ^(DOK3)	c. Have students develop a business plan by completing the activities available at http://www.suite101.com/lesson.cfm/18659/1973 . ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	c. Assess student understanding by observing contributions to class discussions and participation in activities.
d. Present the business plan using formal presentation techniques and electronic presentation software. ^(DOK2)	d. Present the parts of a business plan using information from http://www.sba.gov/teens/myplan.html , and present the sample plan available at http://archive.sba.gov/teens/sample_business_plan.html . ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	d. Evaluate the business plan for accuracy and completeness.

Competency 5: Investigate procedures for establishing a business.^(DOK3, MA1, MA2, MA3, MA4, MA5, MA6)

Suggested Enduring Understandings

1. There are legal aspects to be considered before beginning a business.

Suggested Essential Questions

1. What legal documents do I need to be aware of before beginning a business?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Investigate registration of the business name and licensing procedures. ^(DOK1)	a. Use information available at http://www.myownbusiness.org/business_permit_s_license/#1 to lead a discussion of registration and licensing procedures. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Research the process for becoming a registered employer with the state and federal government. ^(DOK2)	b. Have students investigate small business financing options using the Small Business Guide to Government Grants and Loans available at http://www.business.gov/financing/ and I and A Guide to Business Credit for Women, Minorities, and Small Businesses available at http://www.federalreserve.gov/pubs/buscredit/default3.htm . Lead a class discussion of their findings. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	b. Assess student understanding by observing contributions to class discussions and participation in activities.
c. Investigate state and federal tax reporting procedures. ^(DOK3)	c. Have students complete filing procedures for a small business using activities available at http://www.irs.gov/newsroom/article/0,id=98248,00.html . ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	c. Evaluate the brochure using the MS SBA Registration and Licensing Procedures

CS5, T1, T2, T3, T4, T5, T6)		Checklist.
d. Investigate options for financing a small business. ^(DOK2)	d. As an introduction to the lesson, have students play the Stock Market Simulation game available at http://www.mississippi.ms.com/ . Use the game as a starting point for a discussion of ways to finance a business. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	d. Assess student understanding by observing contributions to class discussions and participation in activities.

Competency 6: Apply concepts for managing a business. ^(DOK4, MA1, MA2, MA3, MA4, MA5, MA6)

Suggested Enduring Understandings

1. An organizational chart aids in the creation of supervisors and responsibilities.

Suggested Essential Questions

1. Who will be the supervisor and the person responsible for various positions in the business?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Develop an organizational chart. ^(DOK2)	a. Ask students the following: "If you work, who is the boss? Who is next in charge? Who comes after that? If you don't work, who is the boss in your home? Who is next in charge? Who comes after that?" As a visual aid to the discussion, use word processing software and a data projector to draw and display a simple organizational chart. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	a. Assess student understanding by observing contributions to class discussions and participation in activities.
b. Develop job descriptions for each position on the chart. ^(DOK1)	b. Discuss job descriptions. Explain their purpose, and describe the components of a well-written description. Show students an example of a basic job description available at the U. S. Department of Labor Web site: http://guidetojobdescriptions.com/data/BasicJDFormat.htm . Present an overview of the components of a job description at http://www.sba.gov/smallbusinessplanner/manage/manageemployees/SERV_JOBDESC.html , and review the components of job descriptions. Have students write a job description. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	b. Evaluate job descriptions for punctuation, spelling, grammar, completeness, and accuracy.
c. Investigate planning, organizing, staffing, and controlling. ^(DOK3)	c. Have students use the Internet to research the organization of a business, and then have them create an organizational chart for that business. Have them develop job descriptions for each position on the chart. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)	c. Evaluate organizational charts for accuracy and completeness.
d. Explain the meaning of legal and social responsibility. ^(DOK1)	d. Discuss the legal responsibilities of a position of authority.	d. Evaluate student understanding by classroom participation.

Competency 7: Demonstrate business use of financial statements. (DOK4, MA1, MA2, MA3, MA4, MA5, MA6)

Suggested Enduring Understandings	Suggested Essential Questions
<ol style="list-style-type: none"> 1. Petty cash is used in businesses. 2. Balances sheets and income statements are used in a business. 3. Purchase orders and invoices are used businesses when purchasing goods or service. 	<ol style="list-style-type: none"> 1. How is petty cash used in businesses? 2. Why are balance sheets and income statements used in businesses? 3. Why are purchase orders and invoices used in business operations?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
<p>a. Demonstrate the use of petty cash in a business. (DOK2)</p>	<p>a. Give one student play money, and tell the student that he or she is responsible for it. Have the other students ask that student to give them money for various reasons. After students have taken all the money, ask the one who was responsible for the money to account for it. Use this activity to lead a discussion of the importance of keeping financial records. (E1, E2, E3, E4, E5, E6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Discuss and demonstrate the use of a petty cash fund in a business. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, M1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Have students work in teams to role-play using a petty cash fund. Allow each student to serve as the one responsible for the fund. Have students critique each other on how well they have kept the records. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, M1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p>	<p>a. Evaluate petty cash fund records for completeness and accuracy.</p>
<p>b. Demonstrate the use of balance sheets and income statements in a business. (DOK4)</p>	<p>b. Use a T-chart to determine what students know about financial statements. Draw a simple T, and have students write what they know about financial statements on the left side of the T. At the end of the lesson, use a T-chart to determine what students have learned. Have students write down what they have learned on the right side of the T. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Have students define terms related to financial statements including 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, and accounts payable. (E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)</p> <p>Discuss the value of balance sheets and income</p>	<p>b. Evaluate T-charts to assess student knowledge of concepts related to financial statements.</p> <p>Evaluate balance sheets and income statements</p>

statements to a business, and then demonstrate how to prepare balance sheets and income statements for a business. Have students prepare balance sheets and income statements. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, M1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)

for completeness and accuracy.

Have students interview a business owner/manager or use the Internet to research the ways the information on balance sheets and income statements is used in a business. Have students prepare a summary of their findings using word processing software. Students will discuss their findings with the class. This assignment should be designed to meet the certification standards for the Microsoft Office Specialist exam (<http://www.microsoft.com/learning/mcp/officespecialist/objectives/Word2003ExamSkillStandards.mspx>). ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)

Use the Interview Assessment Rubric to assess students' work.

c. Demonstrate the use of purchase orders and invoices in a business. ^(DOK3)

c. Discuss and demonstrate the use of purchase orders and invoices in a business. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)

c. Evaluate purchase orders and invoices for completeness and accuracy.

Have students prepare purchase orders and invoices using word processing software. Have students peer assess the prepared purchase orders and invoices and make edits. ^(E1, E2, E3, E4, E5, E6, R2, R3, R4, R5, R6, W1, W2, W3, W4, W5, M1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5, T6)

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Burrow, J. L., Kleindl, B., & Everard, K. E. (2008). *Business principles and management* (12th ed.). Mason, OH: Thomson.

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GoVenture Educational Games and Simulations. (n.d.). Retrieved December 14, 2007, from <http://www.goventure.net/home.cfm?ID=1&go=site/home/index.cfm>

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For additional references, activities, and Web resources, please refer to the Business and Management P.A.C.E. Web site at <http://rcu.blackboard.com> (available only to registered users).

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 8: Introduction to Business Management

1. Review educational, occupational, and leadership opportunities in Business Management. ^(DOK2)
2. Plan and develop an electronic portfolio. ^(DOK3)
3. Review safety in the classroom and lab. ^(DOK1)
4. Describe legal implications related to the use of technology. ^(DOK1)
5. Publish and interact with peers, experts, and other audiences using telecommunications. ^(DOK3)

Unit 9: Principles of Business Management

1. Describe management principles. ^(DOK2)
Evaluate employment information from multiple sources such as interviews, applications, references, and tests to make hiring decisions. ^(DOK3)
2. Plan employee orientation and training using online resources. ^(DOK4)
4. Appraise employee performance. ^(DOK3)

Unit 10: Business Communication for Managers

1. Demonstrate business telephone procedures. ^(DOK2)
2. Create business documents. ^(DOK3)

Unit 11: Business Procedures

1. Demonstrate business use of mail, telecommunication systems, and office equipment. ^(DOK2)
2. Investigate time management concepts. ^(DOK3)
3. Conduct formal meetings, and prepare related documents using technology. ^(DOK2)
4. Plan a trip using online resources. ^(DOK3)

Unit 12: Business Operations and Security

1. Explain the functions of business operations. ^(DOK2)
Discuss health and safety regulations in the workplace and procedures for reporting noncompliance. ^(DOK2)
3. Discuss purchasing activities to obtain business supplies, equipment, and services. ^(DOK3)
4. Implement quality-control processes to minimize errors and to expedite work flow. ^(DOK4)
5. Implement expense-control strategies to enhance a business's financial well-being. ^(DOK3)

Unit 13: Information Management

1. Apply filing procedures. ^(DOK3)

Unit 14: Management Applications

1. Investigate the role of American business in a global society. ^(DOK3)
2. Explore the various business ventures, and justify the selection. ^(DOK2)
3. Conduct marketing research. ^(DOK3)
4. Produce a business plan. ^(DOK3)
5. Investigate procedures for establishing a business. ^(DOK3)
6. Apply concepts for managing a business. ^(DOK4)
7. Demonstrate business use of financial statements. ^(DOK4)

Appendix A: Suggested Rubrics and Checklist

Business Letter Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Excellent 4 Points	Proficient 3 Points	Needs Improvement 2 points	Unsatisfactory 1 Point	Score
Layout/Design	Creatively designed, easily read, excellent business letter	Attractive, easy to read, good business letter	Appears busy or boring, difficult to read, needs improvement	Unattractive or inappropriate, very difficult to read, not acceptable	
Information, Style, Audience, and Tone	Accurate and complete information, very well written and presented	Well written and interesting to read	Some information provided but is limited or inaccurate	Poorly written, inaccurate, or incomplete	
Accurate Parts	Complete with all required parts	Some elements may be missing.	Most elements are missing or out of place.	Proper form for a letter not used	
Grammar, Punctuation, and Wording	Excellent presentation, style, grammar, and punctuation	Fair presentation, style, grammar, and punctuation	Missing information, inaccurate punctuation and/or grammar	Poor grammar, punctuation, and wording	
Following Directions and Guidelines	Always on task, always followed directions	Followed directions with some guidance	Required a good bit of extra guidance	Did not follow directions and did not ask for extra help	
				TOTAL	

Comments:

Business Plan Worksheet

NAME: _____

DATE: _____

PERIOD: _____

Refer to the article “Five Crucial Components of a Business Plan” available at <http://ezinearticles.com/?Five-Crucial-Components-of-a-Business-Plan&id=12178> for a description of each of the components of a business plan listed below. Include each of the sections listed below in a simple business plan for your selected business venture. Prepare the business plan using word processing software.

I. Executive Summary Section

II. The Business Section

III. Market Analysis Section

IV. Financing Section

V. Management Section

Career Multimedia Presentation Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Included all components: Research on three careers, job titles, educational requirements, skill requirements, expected job growth, and entry-level salaries	Included four to five components	Included two to three components	Included one component	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and correct pronunciation of all words	Clear voice and pronounced no more than one word incorrectly	Low voice and pronounced two to three words incorrectly	Mumbling and pronounced more than three words incorrectly	
Design	Used appropriate design principles; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error.	Presentation contained two to three design and/or grammatical errors.	Presentation contained more than three design and/or grammatical errors.	
Length	Included 10 slides and lasted 10 minutes	Included seven to nine slides and lasted 7 to 9 minutes	Included five to six slides and lasted 5 to 6 minutes	Included less than five slides and lasted less than 5 minutes	
Eye Contact	Maintained eye contact with audience members at various locations in the room	Maintained eye contact most of time; looked only at one section of the audience	Read from notes; occasionally glanced at the audience	Made no eye contact because information was being read from notes	

Comments:

CTESO Presentation Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Included all components: motto, creed, emblem, colors, theme, and history; included famous or successful CTESO members	Included four to five components	Included two to three components	Included one component	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Design	Used appropriate design principles; included appropriate graphics or illustrations; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error. Included appropriate graphics or illustrations	Presentation contained two to three design and/or grammatical errors. Included non-related graphics or illustrations	Presentation contained more than three design and/or grammatical errors. No graphics or illustrations included	

Case Study Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Excellent 4 Points	Accomplished 3 Points	Needs Improvement 2 Points	Unsatisfactory 1 Point	Score
Comprehension	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
Strategizing	Develops realistic strategies that provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
Innovation	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
Communication	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	
TOTAL					

Comments:

Electronic Slide Presentation Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Group Work Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Highly Successful 3 points	Meeting Success 2 points	Experiencing Difficulty 1 point	Score
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
TOTAL				

Comments:

Guest Speaker Evaluation Form

Student's Name: _____

Date: _____

Name of Speaker: _____

1. List five main ideas expressed in the presentation.

1. _____
2. _____
3. _____
4. _____
5. _____

2. Write a brief summary relating the topics of the presentation to your life.

Guest Speaker Evaluation Form

Student's Name: _____

Guest Speaker's Name: _____

Date: _____

1. Please evaluate the following statements with a check mark in the appropriate space:

Key: SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD, Strongly Disagree

	SA	A	N	D	SD
The presentation stimulated my interest.	()	()	()	()	()
Content was clearly presented.	()	()	()	()	()
Content was challenging.	()	()	()	()	()
Handouts and materials were helpful.	()	()	()	()	()

2. Please rate the guest speaker:

____ Extraordinary ____ Excellent ____ Good ____ Fair ____ Poor

Additional Comments:

3. What was your favorite element of the presentation?

4. What career or lifestyle knowledge did you take from the presentation?

5. What was your favorite part of the presentation?

6. How would you improve or change it?

7. What do you still need or want to know?

Interview Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Excellent 4 Points	Good 3 Points	Needs Improvement 2 Points	Unacceptable 1 Point	Score
Body language Displays confidence					
Eye contact Maintains good eye contact with interviewer					
Introduction Provides a self-introduction					
Handshakes Extends hand and shakes firmly					
Dress Dresses appropriately for an interview, business attire					
Language Concise and grammatically correct					
Questions Asks appropriate questions, demonstrates a knowledge of the business					
Closure Responds appropriately					
TOTAL					

Comments:

Listening Skills Questionnaire

Student's Name _____ Date _____

Title of Story _____

1. Who were the main characters in the story?

2. Describe one of the characters in the story.

3. What happened in the story?

4. What was the conflict?

5. How was the conflict resolved?

6. What was your favorite part of the story?

MS SBA Registration and Licensing Procedures Checklist

NAME: _____ DATE: _____ PERIOD: _____

Have students investigate the Web site of the Mississippi Small Business Development Center's State Office available at <http://www.olemiss.edu/depts/mssbdc/FAQ.html> to determine procedures for registration and licensing. Have them develop a brochure that outlines the procedures.

Criteria	Points
1. Brochure is designed according to standard design principles as outlined in the <i>12 Rules of Desktop Publishing</i> (http://desktoppub.about.com/cs/basics/f/dtp_rules.htm).	/50
2. Brochure lists and describes procedures for registration and licensing.	/30
3. Brochure copy is original work and is not plagiarized.	/30
4. Sources are cited in correct APA style.	/30
5. Brochure contains no grammar, spelling, or typographical errors.	/30
6. All Web-based sources are credible.	/30
TOTAL SCORE	_____
Highest Possible Score	200

Portfolio Evaluation Checklist

Criteria	Points
1. Portfolio is bound neatly in a three-ring binder.	/20
2. Title page is properly formatted with no typographical errors.	/20
3. Table of contents is properly formatted with no typographical errors.	/20
4. A labeled section divider is included for each unit.	/20
5. Five activities are included in each section.	/20
TOTAL SCORE	<hr/>
TOTAL POSSIBLE SCORE	100

Poster Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required Content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements were missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
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.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Comments:

Presentation Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual Aids	Attractive, accurate, and grammatically correct	Adequate, mostly accurate, and few grammatical errors	Poorly planned, somewhat accurate, and some grammatical errors	Weak, inaccurate, and many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye Contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	
				TOTAL	

Comments:

Reflection

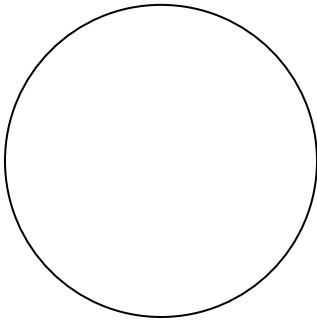
NAME:

DATE:

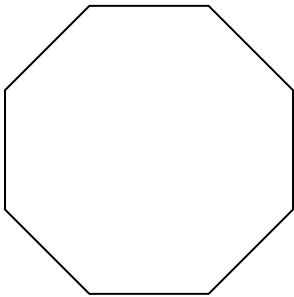
PERIOD:



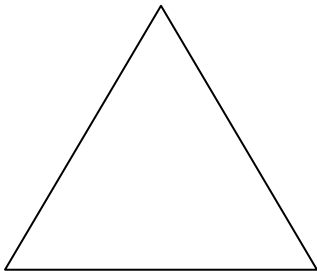
Something I learned that SQUARED with my beliefs:



A question going AROUND in my mind:



STOP! How do I plan to implement what I have learned?



Three important POINTS to remember are the following:

Resume Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

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

Comments:

Role-play or Skit Assessment Rubric

NAME:

DATE:

PERIOD:

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 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 may have contributed	Little or no character development; student did not contribute much at all	
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					

Comments:

Safety Presentation Assessment Rubric

NAME: _____

DATE: _____

PERIOD: _____

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Procedures met OSHA/EPA regulations.	Procedures mostly met OSHA/EPA regulations.	Procedures somewhat met OSHA/EPA regulations.	Procedures did not meet OSHA/EPA regulations.	
Clarity	Logical, orderly sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and correct pronunciation of all words	Clear voice and pronounced no more than one word incorrectly	Low voice and pronounced two to three words incorrectly	Mumbling and pronounced more than three words incorrectly	
Design	Used appropriate design principles; no typos; grammatically correct	Presentation contained one design error and/or one grammatical error.	Presentation contained two to three design and/or grammatical errors.	Presentation contained more than three design and/or grammatical errors.	
Length	Included 10 slides and lasted 10 minutes	Included seven to nine slides and lasted 7 to 9 minutes	Included five to six slides and lasted 5 to 6 minutes	Included less than five slides and lasted less than 5 minutes	
Eye Contact	Maintained eye contact with audience members at various locations in the room	Maintained eye contact most of the time; looked only at one section of the audience	Read from notes; occasionally glanced at the audience	Made no eye contact because information was being read from notes	

Sources of Government Funding Brochure Checklist

NAME: _____

DATE: _____

PERIOD: _____

Criteria	Points
1. Brochure is designed according to standard design principles as outlined in the <i>12 Rules of Desktop Publishing</i> (http://desktoppub.about.com/cs/basics/f/dtp_rules.htm).	/50
2. Brochure lists and describes sources of government funding for all countries listed in the assignment.	/20
3. Pros and cons of funding sources are listed.	/20
4. Brochure copy is original work and is not plagiarized.	/30
5. Sources are cited in correct APA style.	/30
6. Brochure contains no grammar, spelling, or typographical errors.	/30
7. All Web-based sources are credible.	/20
TOTAL SCORE	_____
Highest Possible Score	200

Travel Portfolio Evaluation Checklist

NAME: _____

DATE: _____

PERIOD: _____

Criteria	Points
1. Portfolio is bound neatly in a three-ring binder.	/20
2. Cover is designed according to standard design principles.	/30
3. Table of contents is properly formatted with no typographical errors.	/20
4. All components are included:	/30
Itinerary	
Flight schedules	
Layovers	
Planned meal reservations	
Car rental and ground transportation information	
Hotel accommodations, including prices and driving directions	
5. Itinerary is properly formatted with no typographical errors.	/30
6. A labeled section divider is included for each component.	/10
7. Portfolio includes a properly formatted travel budget.	/30
8. Trip adheres to established budget limitations.	/30
TOTAL SCORE	_____
Highest Possible Score	200

Understanding the Fundamentals of Business and Economics Presentation Questionnaire

Name: _____ Date: _____

1. List five main ideas expressed in the presentation.

1. _____

2. _____

3. _____

4. _____

5. _____

2. Write a brief summary relating the topics of the presentation to your career goals. How could this information be applied in the management or ownership of a business?

Web Page Evaluation Checklist

NAME: _____

DATE: _____

PERIOD: _____

Review the Web page evaluation criteria described in detail on the following Web site:

- Evaluating Web Pages: <http://library.duke.edu/services/instruction/libraryguide/evalwebpages.html>

Answer each of the questions below to determine whether a Web site is a high-quality, credible reference.

Authority—What are the author’s qualifications? What organization or institution published the information?

Accuracy—What is the purpose of the document? Who is the intended audience? Why was the document created?

Objectivity—Is the information detailed? Is the page primarily intended for advertising? Is the author biased?

Currency—Is there a publication date? Is the information current?

Support—Does the page include additional links or sources? Is there a bibliography?

Written Report Assessment Rubric

NAME:

DATE:

PERIOD:

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence.	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	
TOTAL					

Comments:

Appendix B: 21st Century Skills Standards¹

- CLS1 Flexibility and Adaptability
- CLS2 Initiative and Self-direction
- CLS3 Social and Cross-cultural Skills
- CLS4 Productivity and Accountability
- CLS5 Leadership and Responsibility

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

CS 1 Flexibility and Adaptability

- Adapting to varied roles and responsibilities
- Working effectively in a climate of ambiguity and changing priorities

CS 2 Initiative and Self-direction

- Monitoring one's own understanding and learning needs
- Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrating initiative to advance skill levels toward a professional level
- Defining, prioritizing, and completing tasks without direct oversight
- Utilizing time efficiently and managing workload
- Demonstrating commitment to learning as a lifelong process

CS 3 Social and Cross-cultural Skills

- Working appropriately and productively with others
- Leveraging the collective intelligence of groups when appropriate
- Bridging cultural differences and using differing perspectives to increase innovation and the quality of work

CS 4 Productivity and Accountability

- Setting and meeting high standards and goals for delivering quality work on time
- Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable)

¹ *21st Century Skills*. (n.d.). Washington, DC. Partnership for 21st Century Skills.

CS 5 Leadership and Responsibility

- Using interpersonal and problem-solving skills to influence and guide others toward a goal
- Leveraging strengths of others to accomplish a common goal
- Demonstrating integrity and ethical behavior
- Acting responsibly with the interests of the larger community in mind

Appendix C: Mississippi Academic Standards

ECONOMICS²

1. Identify and apply basic economic concepts. (C, H, G, E)
2. Explain how people organize for the production, distribution, and consumption of goods and services. (C, H, G, E)
3. Discuss relationships among the various economic systems (e.g., households, business firms, banks, government agencies, labor unions, and corporations, etc.). (C, H, G, E)
4. Understand global connections, conflicts, and geographic interdependence. (C, H, G, E)
5. Compare and contrast how values and beliefs influence economic decisions in different societies. (C, H, G, E)
6. Demonstrate the ability to apply and interpret social studies tools (e.g., time lines, maps, globes, graphs, charts, a compass, technology, primary and secondary documents, political cartoons, etc.). (C, H, G, E)

UNITED STATES HISTORY: 1877 TO THE PRESENT³

- H1 Explain how politics have influenced the domestic development and international relationships of the United States since 1877.
- H2 Describe the impact of science and technology on the historical development of the United States.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to apply and interpret social studies tools.
- H5 Analyze the civic contributions and responsibilities of Americans to the ongoing democratic process.
- H6 Examine the interaction of society, business, and government with the economy of the United States. (C, H, G, E)

Upper Grade Level Social Studies Benchmarks⁴

- SS1 The student will understand the way people in the United States and throughout the world perceive themselves over time.
- SS2 The student will understand the impact of science and technology on the economic, political, geographic, and historical development of the global community.
- SS3 The student will understand how people organize for the production, distribution, and consumption of goods and services.
- SS4 The student will understand the conditions and processes by which people create and change structures of power, authority, and governance.

² Mississippi Department of Education – Social Studies Framework. (2004). Retrieved December 19, 2007, from <http://www.mde.k12.ms.us/acad/id/curriculum/ss/frame.html>

³ Mississippi Department of Education – Social Studies Framework. (2004). Retrieved December 19, 2007, from <http://www.mde.k12.ms.us/acad/id/curriculum/ss/frame.html>

⁴ Mississippi Department of Education – Social Studies Framework. (2004). Retrieved December 19, 2007, from <http://www.mde.k12.ms.us/acad/id/curriculum/ss/frame.html>

- SS5 The student will understand the ideals, principles, and practices of citizenship in preparation for participation in a democratic society.
- SS6 The student will understand global connections, conflicts, and geographic interdependence.
- SS7 The student will understand how capitalism differs from other economic systems.



Appendix D: 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 the 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, and 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, and 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, or 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 and 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/odd numbers and factors/multiples.
- Apply number properties involving positive/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 and 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 and 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 and 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, and 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, or 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 non-numerical) from a simple data presentation (e.g., a table or graph with two or three variables or a food web diagram).
- Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, or 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 or 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 a 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 do 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
 - 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
 - Evaluating implications or complications of the issue
 - 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 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 sentence structures to vary pace and to support meaning

Appendix E: National Industry Standards

National Business Core Standards⁵

Business Core

- BC1 Understands the responsibility of business to know, abide by, and enforce laws, regulations, and ethical behavior that affect business operations and transactions
- BC2 Understands the concepts, strategies, and systems used to obtain and convey ideas and information
- BC3 Understands the techniques and strategies used to foster positive, ongoing relationships with customers
- BC4 Understands the economic principles and concepts fundamental to business operations
- BC5 Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others
- BC6 Understands the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods and with creating or starting a new project or venture
- BC7 Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources
- BC8 Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources
- BC9 Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist in business decision making
- BC10 Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives
- BC11 Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning
- BC12 Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career
- BC13 Understands the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services
- BC14 Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department

MA 1 Business Management and Administration Core

- Understands the techniques and strategies used to foster positive, ongoing relationships with customers

⁵ *Business Management and Administration Career Cluster Status Report – Marketing Education Resource Center.* (2008). Retrieved November 27, 2007, from <http://www.mbaresearch.org/2.0/Joomla/index.php>. Reprinted with permission. ©2008, MarkED/Career Paths. Columbus, OH www.Mark-ED.org

- Understands the systems, strategies, and techniques used to collect, organize, analyze, and share information known in an organization
- Understands tools, techniques, and systems that are used to plan, implement, monitor, and evaluate business projects
- Understands the need for standards and the strategies and techniques used to implement, monitor, and evaluate them
- Understands risk-management strategies and techniques used to implement, monitor, and evaluate them
- Understands risk-management strategies and techniques used to minimize business loss

MA 2 Administrative Services

- Understands the concepts, strategies, and systems used in administrative services to obtain and convey ideas and information
- Understands techniques, strategies, and systems used in administrative services to foster self-understanding and enhance relationships with others
- Understands the tools, techniques, and systems that administrative service supervisors use to plan, staff, lead, and organize their human resources
- Understands tools, strategies, and systems administrative service employees need to access, process, maintain, evaluate, and disseminate information to support managers
- Understands the processes and systems implemented to monitor, plan, and control the day-to-day administrative activities required for continued business functioning
- Understands concepts, tools, and strategies used to explore, obtain, and develop in an administrative services career

MA 3 Business Information Management

- Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions
- Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources
- Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision making
- Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning
- Understands concepts, tools, and strategies used to explore, obtain, and develop in a business information management career
- Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department

MA 4 General Management

- Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions
- Understands the concepts, strategies, and systems used by management to obtain and convey ideas and information
- Understands the economic principles and concepts fundamental to business operations
- Understands techniques, strategies, and systems used by management to foster self-understanding and enhance relationships with others
- Understands tools, strategies, and systems managers use to maintain, monitor, control, and plan the use of financial resources
- Understands the processes and systems that managers implement to monitor, plan, and control the day-to-day business activities required for continued business functioning
- Understands concepts, tools, and strategies used to explore, obtain, and develop in a management career
- Understands tools, techniques, and systems that affect a manager's ability to plan, control, and organize

MA 5 Human Resource Management

- Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions
- Understands the concepts, strategies, and systems used by management to obtain and convey ideas and information
- Understands techniques, strategies, and systems used by human resources management to foster self-understanding and enhance relationships with others
- Understands tools, strategies, and systems managers use to maintain, monitor, control, and plan the use of financial resources
- Understands the tools, techniques, and systems that businesses use to plan, staff, lead, and organize human resources
- Understands tools, strategies, and systems human resources management needs to access, process, maintain, evaluate, and disseminate information to support managers
- Understands the tools, techniques, and systems that businesses use to create, communicate, and deliver value to customers and to manage customer relationships in ways that benefit the organization and its stakeholders
- Understands the processes and systems that human resources management implements to monitor, plan, and control the day-to-day business activities required for continued business functioning
- Understands concepts, tools, and strategies used to explore, obtain, and develop in a human resources management career
- Understands tools, techniques, and systems that affect human resources management's ability to plan, control, and organize

MA 6 Operations Management

- Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions
- Understands the techniques and strategies used to foster positive, ongoing relationships with customers
- Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources
- Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist operations management decision making
- Understands the processes and systems that operations managers implement to monitor, plan, and control the day-to-day business activities required for continued business functioning
- Understands concepts, tools, and strategies used to explore, obtain, and develop in an operations management career

Appendix F: 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 do the following:

- a. Apply existing knowledge to generate new ideas, products, or processes.
- b. Create original works as a means of personal or group expression.
- c. Use models and simulations to explore complex systems and issues.
- d. 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 do the following:

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. 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 do the following:

- a. Plan strategies to guide inquiry.
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. 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 do the following:

- a. Identify and define authentic problems and significant questions for investigation.
- b. Plan and manage activities to develop a solution or complete a project.
- c. Collect and analyze data to identify solutions and/or make informed decisions.
- d. 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 do the following:

- a. Advocate and practice safe, legal, and responsible use of information and technology.
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. 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 do the following:

- 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.