

<p><b>Grade Level/Course:</b> Entrepreneurship: Running Your Own Business</p>	<p><b>Content Area:</b> <i>Business Education</i></p>
<p><b>Grade Level/Course Overview:</b></p> <p>Students will get the exciting opportunity to develop a product, create a business plan, operate a business, and sell a product for profit. All students can benefit from an understanding of and appreciation for entrepreneurship and its role in the enterprise system. Come behind the scenes of business operations and learn entrepreneurship, human resources, financial management, communications, and marketing while operating a fully functioning business.</p>	
<p><b>Strands/Domains</b> Elements of Management Financial Services Workplace Readiness</p>	<p><b>Interdisciplinary Themes</b> Critical Thinking Problem Solving communication</p>
<p><b>Program Understandings (pk-12)</b></p> <ul style="list-style-type: none"> <li>• Oral and written communication skills are imperative in the world of work and throughout life</li> <li>• Effective electronic documents enhance communication.</li> <li>• The ability to work independently as well as in a group is imperative in the world of work and throughout life</li> <li>• Technology skills facilitate problem solving.</li> <li>• Technological tools and skills aide in the ability to locate, select, and evaluate data in order to make informed decisions.</li> </ul>	
<p><b>Units of Study</b> Starting a Business Planning a business Operating a Business Financial Management Marketing Management Human Resource Management</p>	

Strand/Domain* Elements of Management Financial Services	Cluster* Starting a Business	<b>CROSSWALK TO STANDARDS:</b>  Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
<b>Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not</b>		GLE/CLE's	ACT	CCSS	MO	National
<b>E</b>	Students will know fundamental business concepts that affect business decision making.					C.01 C.02
<b>E</b>	Students will know and demonstrate the concept of risk management in business.					N.01 N.02 N.05
<b>E</b>	Students will know and demonstrate the use of basic financial concepts pertaining to income statements in making business decisions.					I.14
	Students will know and demonstrate the concepts and processes for marketing-information management.					N.05

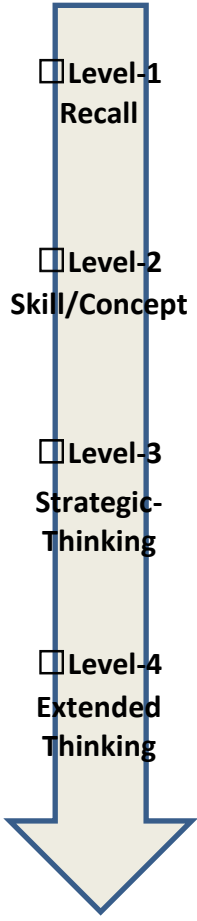
Strand/Domain* Elements of Management Financial Services	Cluster* Planning a business	<b>CROSSWALK TO STANDARDS:</b>  Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
<b>Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not</b>		GLE/CLE's	ACT	CCSS	MO	National
	Students will use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making.					E.02 K.08
<b>E</b>	Students will know and demonstrate the processes to develop a product/service idea.					L.40
	Students will understand organizational systems of business.					A.09
<b>E</b>	Students will know and demonstrate the concepts and processes for marketing-information management.					
<b>E</b>	Students will know and demonstrate the concepts and processes in the procurement, production, and distribution operations of a company.					
<b>E</b>	Students will know and demonstrate the concepts and processes for business operations in strategic planning.					I.14
<b>E</b>	Students will know and demonstrate the use of basic financial concepts in making business decisions.					I.14

Strand/Domain* Elements of Management	Cluster* Operating a Business	<b>CROSSWALK TO STANDARDS:</b>  Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
<b>Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not</b>		GLE/CLE's	ACT	CCSS	MO	National
<b>E</b>	Students will know fundamental business concepts that affect business decision making.					E.02 K.08
	Students will use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making.					E.02 K.08
<b>E</b>	Students will know and demonstrate the concepts and processes in the procurement, production, and distribution operations of a company.					E.02 K.08

Strand/Domain* Elements of Management Financial Services	Cluster* Financial Management	<b>CROSSWALK TO STANDARDS:</b>  Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
<b>Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not</b>		GLE/CLE's	ACT	CCSS	MO	National
<b>E</b>	Students will know and demonstrate the use of basic financial concepts in making business decisions.					I.14
<b>E</b>	Students will know and demonstrate the use of basic financial concepts pertaining to balance sheets in making business decisions.					I.14
<b>E</b>	Students will know and demonstrate the use of basic financial concepts pertaining to income statements in making business decisions.					I.14
<b>E</b>	Students will know and demonstrate the use of basic financial ratios used in making business decisions.					I.14
	Students will use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making.					E.02 K.08

Strand/Domain* Elements of Management Financial Services	Cluster* Marketing Management	<b>CROSSWALK TO STANDARDS:</b>  Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
<b>Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not</b>		GLE/CLE's	ACT	CCSS	MO	National
<b>E</b>	Students will know and demonstrate the concepts and processes of pricing.					L.34
<b>E</b>	Students will know and demonstrate the sales concepts and processes.					L.34
<b>E</b>	Students will know and demonstrate the concepts and processes for marketing-information management.					L.34
<b>E</b>	Students will know and demonstrate the concepts and processes in the procurement, production, and distribution operations of a company. Students will know and demonstrate the processes to develop a product/service idea.					L.34
	Students will use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making.					E.02 K.08

Strand/Domain* Elements of Management Financial Services	Cluster* Human Resource Management	<b>CROSSWALK TO STANDARDS:</b>  Grade/Course Level Expectations ACT Readiness Standards Common Core State Standards Missouri Show-Me Standards National Standards				
<b>Standards (listed by organization of Strand/Domain and Cluster) Identified as Essential or not</b>		GLE/CLE's	ACT	CCSS	MO	National
	Students will understand the need to motivate and develop personnel.					D.27, D.30
<b>E</b>	Students will understand organizational systems of business.					L.34
	Students will use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making.					E.02 K.08

<b>Strand/Domain:</b> Elements of Management		
<b>Cluster:</b> Starting a business	<b>Understand:</b> Decisions affect the success of the business.	
<b>Standard:</b> Students will know fundamental business concepts that affect business decision making		
<b>Learning Targets</b>		<b><u>DOK</u></b>
<b>Know (Factual)</b>	<b>Do (Reasoning/Performance/Product)</b>	<input type="checkbox"/> <b>Level-1 Recall</b>  <input type="checkbox"/> <b>Level-2 Skill/Concept</b>  <input type="checkbox"/> <b>Level-3 Strategic- Thinking</b>  <input type="checkbox"/> <b>Level-4 Extended Thinking</b> 
<i>Students will know...</i>	<i>Students will...</i>	
Role of business in society	Explain the role of business in society	
Types of business activities	Describe types of business activities	
Types of business	Explain types of business	
Opportunities for creating added value	Explain opportunities for creating added value	
Issues and trends in business	Determine issues and trends in business	
Nature of managerial ethics	Explain the nature of managerial ethics	
Need for and impact of ethical business practices	Describe the need for and impact of ethical business practices	



**Strand/Domain:** Financial Services

**Cluster:**  
Financial Management

**Understand:**  
Detailed financial planning is essential to business success.

**Standard:** Students will know and demonstrate the use of basic financial ratios used in making business decisions.

<b>Learning Targets</b>		<b><u>DOK</u></b>
<b>Know (Factual)</b>	<b>Do (Reasoning/Performance/Product)</b>	
<b><i>Students will know...</i></b>	<b><i>Students will...</i></b>	
How to calculate financial ratios	Calculate financial ratios: <ul style="list-style-type: none"><li>• Return on Sales</li><li>• Return on Investment</li><li>• Working Capital</li><li>• Current Ratio</li><li>• Inventory Turnover</li><li>• Return on Owner's Equity</li></ul> Explain the reason for calculating each ratio  Analyze what each ratio means	<p><input type="checkbox"/> <b>Level-1 Recall</b></p> <p><input type="checkbox"/> <b>Level-2 Skill/Concept</b></p> <p><input type="checkbox"/> <b>Level-3 Strategic- Thinking</b></p> <p><input type="checkbox"/> <b>Level-4 Extended Thinking</b></p>

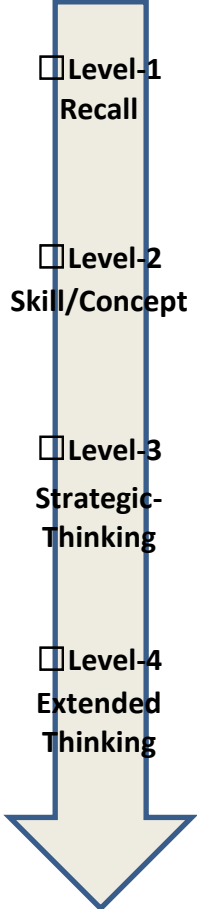
**Strand/Domain:** Financial Services

**Cluster:**  
Financial Management

**Understand:**  
Detailed financial planning is essential to business success.

**Standard:** Students will know and demonstrate the use of basic financial concepts pertaining to income statements in making business decisions.

Learning Targets		DOK
Know (Factual)	Do (Reasoning/Performance/Product)	
<i>Students will know...</i>	<i>Students will...</i>	
How to prepare estimated/projected income statement	Identify sources of revenue	<input type="checkbox"/> Level-1 Recall  <input type="checkbox"/> Level-2 Skill/Concept  <input type="checkbox"/> Level-3 Strategic-Thinking  <input type="checkbox"/> Level-4 Extended Thinking
How to prepare estimated/projected balance sheet	Identify Cost of Goods Sold	
How to calculate financial ratio	Identify Operating Expenses	
Definition of Cash-flow	Calculate Gross Profit	
Purpose and importance of business credit	Calculate Net Profit	
Nature of overhead/operating expenses	Prepare estimated/projected income statement	
Financing needed to start a business	Define and manage cash-flow	
Sources of financial assistance	Explain the nature of overhead/operating expenses	
Financial goals and objectives	Establish financial goals and objectives	
Financial reputation	Develop and monitor budget	
Procedures for managing debt		



**Strand/Domain:** Financial Services

**Cluster:**  
Financial Management

**Understand:**  
Detailed financial planning is essential to business success.

**Standard:** Students will know and demonstrate the use of basic financial concepts pertaining to balance sheets in making business decisions.

Learning Targets		DOK
Know (Factual)	Do (Reasoning/Performance/Product)	
<b>Students will know...</b>	<b>Students will...</b>	
How prepare estimated/projected income statement	Identify Current/Liquid Assets	<input type="checkbox"/> <b>Level-1 Recall</b>  <input type="checkbox"/> <b>Level-2 Skill/Concept</b>  <input type="checkbox"/> <b>Level-3 Strategic-Thinking</b>  <input type="checkbox"/> <b>Level-4 Extended Thinking</b>
	Identify Long Term Assets	
How to prepare estimated/projected balance sheet	Identify Current Liabilities	
	Identify Long Term Liabilities	
How to calculate financial ratio	Identify components of Owner's Equity	
Definition of Cash-flow	Calculate Total Assets	
Purpose and importance of business credit	Calculate Total Liabilities	
	Calculate Owner's Equity	
Nature of overhead/operating expenses	Know the accounting equation	
Financing needed to start a business	Prepare estimated/projected balance sheet	
	Explain the nature of capital investment	
Sources of financial assistance	Implement procedures for managing debt	
Financial goals and objectives		
Financial reputation		
Procedures for managing debt		

**Strand/Domain:** Financial Services

<b>Cluster:</b> Financial Management	<b>Understand:</b> Detailed financial planning is essential to business success.
---	---

**Standard:** Students will know and demonstrate the use of basic financial concepts in making business decisions.

Learning Targets		DOK
Know (Factual)	Do (Reasoning/Performance/Product)	
<b>Students will know...</b>	<b>Students will...</b>	
How prepare estimated/projected income statement	Identify sources of financial assistance	<div style="border: 2px solid #4F81BD; padding: 10px; width: 100px; margin: 0 auto;"> <input type="checkbox"/> <b>Level-1</b> <b>Recall</b> </div> <div style="border: 2px solid #4F81BD; padding: 10px; width: 100px; margin: 10px auto;"> <input type="checkbox"/> <b>Level-2</b> <b>Skill/Concept</b> </div> <div style="border: 2px solid #4F81BD; padding: 10px; width: 100px; margin: 10px auto;"> <input type="checkbox"/> <b>Level-3</b> <b>Strategic-Thinking</b> </div> <div style="border: 2px solid #4F81BD; padding: 10px; width: 100px; margin: 10px auto;"> <input type="checkbox"/> <b>Level-4</b> <b>Extended Thinking</b> </div>
How to prepare estimated/projected balance sheet	Establish financial goals and objectives	
How to calculate financial ratio	Foster a positive financial reputation	
Definition of Cash-flow		
Purpose and importance of business credit		
Nature of overhead/operating expenses		
Financing needed to start a business		
Sources of financial assistance		
Financial goals and objectives		
Financial reputation		
Procedures for managing debt		

**Strand/Domain:** Elements of Management

<b>Cluster:</b> Human Resource Management	<b>Understand:</b> Setting clear goals and objectives that are consistent with the vision of the company leadership is essential.
--	--

**Standard:** Students will understand organizational systems of business.

Learning Targets	<u>DOK</u>
------------------	------------

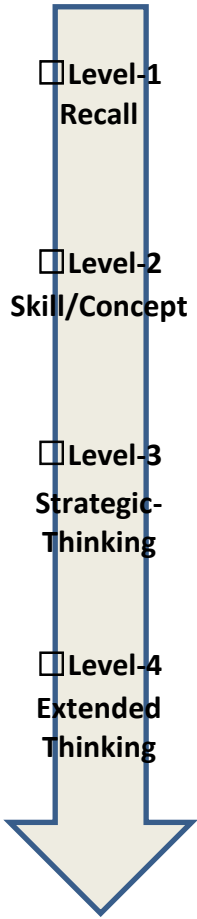
Know (Factual)	Do (Reasoning/Performance/Product)	
<i>Students will know...</i>	<i>Students will...</i>	
<ul style="list-style-type: none"> <li>• Personnel organizational planning</li> <li>• Hierarchical systems</li> <li>• Job descriptions</li> <li>• Responsibilities for job tasks</li> <li>• Hiring needs</li> </ul>	<ul style="list-style-type: none"> <li>• Establish the hierarchy of a company</li> <li>• Be able to develop a personnel/company organizational plan including Marketing, Finance, Production, and Human Resources</li> <li>• Be able to develop job descriptions</li> <li>• Identify and prioritize responsibilities for job tasks</li> <li>• Determine hiring needs for a company</li> </ul>	

**Strand/Domain:** Elements of Management

<b>Cluster:</b> Human Resource Management	<b>Understand:</b> Setting clear goals and objectives that are consistent with the vision of the company leadership is essential.
--	--

**Standard:** Students will understand the need to motivate and develop personnel.

Learning Targets		DOK
Know (Factual)	Do (Reasoning/Performance/Product)	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Leadership skills for the 21<sup>st</sup> Century</li> <li>• Team building practices</li> <li>• Compensation plans/incentive systems</li> </ul>	<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Be able to develop compensation plans including:               <ul style="list-style-type: none"> <li>○ Salaries</li> <li>○ Wages</li> <li>○ Commissions</li> <li>○ Bonuses</li> </ul> </li> <li>• Explain incentive systems</li> <li>• Exhibit 21<sup>st</sup> Century leadership skills</li> </ul>	<div style="border: 2px solid #4F81BD; padding: 10px; width: 100%; height: 100%; position: relative;"> <div style="position: absolute; top: 0; right: 0; bottom: 0; left: 0; background: linear-gradient(to bottom, #FFF, #DDD);"></div> <div style="position: absolute; top: 5%; left: 5%; width: 90%; text-align: center;"> <input type="checkbox"/> <b>Level-1</b> Recall           </div> <div style="position: absolute; top: 35%; left: 5%; width: 90%; text-align: center;"> <input type="checkbox"/> <b>Level-2</b> Skill/Concept           </div> <div style="position: absolute; top: 65%; left: 5%; width: 90%; text-align: center;"> <input type="checkbox"/> <b>Level-3</b> Strategic-Thinking           </div> <div style="position: absolute; top: 95%; left: 5%; width: 90%; text-align: center;"> <input type="checkbox"/> <b>Level-4</b> Extended Thinking           </div> </div>

<b>Strand/Domain:</b> Elements of Management		
<b>Cluster:</b> Starting a business	<b>Understand:</b> Setting clear goals and objectives that are consistent with the vision of the company leadership is essential.	
<b>Standard:</b> Students will use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making.		
<b>Learning Targets</b>		<b><u>DOK</u></b>
<b>Know (Factual)</b>	<b>Do (Reasoning/Performance/Product)</b>	<input type="checkbox"/> <b>Level-1 Recall</b>  <input type="checkbox"/> <b>Level-2 Skill/Concept</b>  <input type="checkbox"/> <b>Level-3 Strategic- Thinking</b>  <input type="checkbox"/> <b>Level-4 Extended Thinking</b> 
<i>Students will know...</i>	<i>Students will...</i>	
Nature of business records	Explain and maintain business records (i.e. sales records, financial records, personnel records, compensation records)	
Writing/publishing applications	Demonstrate writing/publishing applications	
Presentation applications	Demonstrate presentation applications	
Spreadsheet applications	Demonstrate spreadsheet applications	
Collaborative/groupware applications	Demonstrate collaborative/groupware applications	

**Strand/Domain:** Elements of Management

**Cluster:**  
Marketing Management

**Understand:**  
Decisions affect the success of the business.

**Standard:** Students will know and demonstrate the processes to develop a product/service idea

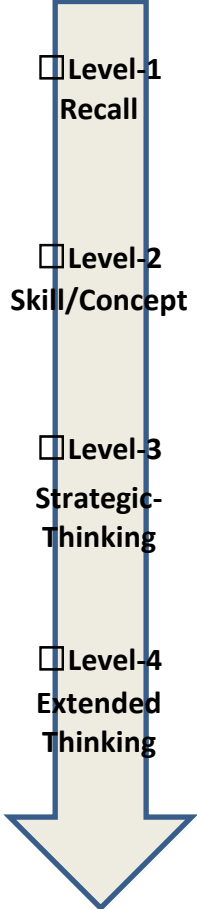
Learning Targets		DOK
Know (Factual)	Do (Reasoning/Performance/Product)	
<i>Students will know...</i>	<i>Students will...</i>	<p><input type="checkbox"/> Level-1 Recall</p> <p><input type="checkbox"/> Level-2 Skill/Concept</p> <p><input type="checkbox"/> Level-3 Strategic-Thinking</p> <p><input type="checkbox"/> Level-4 Extended Thinking</p>
Methods to generate a product/service idea	Develop product/service ideas	
Customer needs and wants	Determine a product/service to fill customer needs	
Feasibility of product/service ideas	Determine initial feasibility of product/service ideas	
Product/service mix	Plan product/service mix	
Example of product name	Choose product name	
Unique selling propositions	Determine unique selling proposition	
Strategies to position product/service	Develop strategies to position product/service	
Brand/image	Build brand/image	



**Strand/Domain:** Elements of Management

<b>Cluster:</b> Marketing Management	<b>Understand:</b> Decisions affect the success of the business.
---	---

**Standard:** Students will know and demonstrate the concepts and processes for marketing-information management

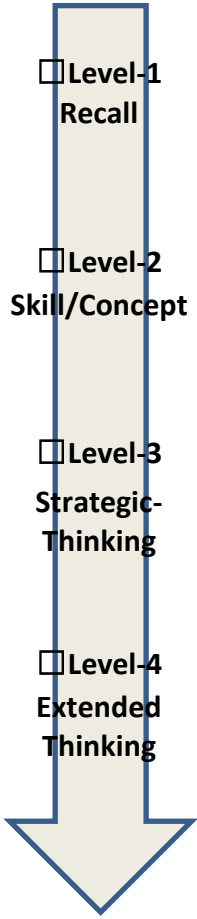
Learning Targets		<u>DOK</u>
Know (Factual)	Do (Reasoning/Performance/Product)	
<i>Students will know...</i>	<i>Students will...</i>	
Market and market identification	Determine market segments	<input type="checkbox"/> Level-1 Recall
Marketing budget	Select target markets	<input type="checkbox"/> Level-2 Skill/Concept
Marketing plan	Set a marketing budget	
	Develop and monitor marketing plan	<input type="checkbox"/> Level-3 Strategic-Thinking
		<input type="checkbox"/> Level-4 Extended Thinking

**Strand/Domain:** Elements of Management

**Cluster:**  
Marketing Management

**Understand:**  
Decisions affect the success of the business.

**Standard:** Students will know and demonstrate the concepts and processes of pricing.

Learning Targets		DOK
Know (Factual)	Do (Reasoning/Performance/Product)	
<i>Students will know...</i>	<i>Students will...</i>	 <p><input type="checkbox"/> Level-1 Recall</p> <p><input type="checkbox"/> Level-2 Skill/Concept</p> <p><input type="checkbox"/> Level-3 Strategic-Thinking</p> <p><input type="checkbox"/> Level-4 Extended Thinking</p>
Breakeven point	Calculate breakeven point	
Factors affecting pricing decisions	Explain factors affecting pricing decisions	
Pricing objectives	Establish pricing objectives	
Pricing strategies	Select pricing strategies	
How to set prices	Set prices	
Why companies adjust prices to maximize profitability	Explain why companies adjust prices to maximize profitability.	

**Strand/Domain:** Elements of Management

**Cluster:**  
Marketing Management

**Understand:**  
Decisions affect the success of the business.

**Standard:** Students will know and demonstrate the sales concepts and processes.

Learning Targets		DOK
Know (Factual)	Do (Reasoning/Performance/Product)	
<i>Students will know...</i>	<i>Students will...</i>	<p><input type="checkbox"/> Level-1 Recall</p> <p><input type="checkbox"/> Level-2 Skill/Concept</p> <p><input type="checkbox"/> Level-3 Strategic-Thinking</p> <p><input type="checkbox"/> Level-4 Extended Thinking</p>
Product information for use in selling	Acquire product information for use in selling	
Product information to identify product features and benefits	Analyze product information to identify product features and benefits	
How to prepare for the sales presentation	Prepare for the sales presentations	
Customer's buying motives for use in selling	Determine customers' buying motives for use in selling	
Consumer and organizational buying behavior	Differentiate between consumer and organizational buying behavior	
Customer/client objections into selling points	Convert customer/client objections into selling points	
How to close the sale	Close the sale	
How to suggestion sell	Demonstrate suggestion selling	
Follow up strategies for use in selling	Plan follow up strategies for use in selling	
How to process sales documentation	Process sales documentation	
Strategies for meeting sales quotas	Plan strategies for meeting sales quotas	
Sales Reports	Analyze sales reports	
How to train staff to support sales efforts	Train staff to support sales efforts	

Strand/Domain: Business Functions		
<b>Cluster:</b> Operations Management	<b>Understand:</b> Decisions affect the success of the business.	
<b>Standard:</b> Students will know and demonstrate the concepts and processes in the procurement, production, and distribution operations of a company.		
Learning Targets		DOK
Know (Factual)	Do (Reasoning/Performance/Product)	<p><input type="checkbox"/> Level-1 Recall</p> <p><input type="checkbox"/> Level-2 Skill/Concept</p> <p><input type="checkbox"/> Level-3 Strategic- Thinking</p> <p><input type="checkbox"/> Level-4 Extended Thinking</p>
<i>Students will know...</i>	<i>Students will...</i>	
Operating procedures	Establish operating procedures	
Business plans (including standard operating procedures)	Develop a business plan (which includes standard operating procedures)	
How to select Business location	Evaluate business locations	
Distribution channels	Analyze distribution channels	
Order-fulfillment processes	Develop and implement order-fulfillment processes	
Nature of vendor relationships	Describe the nature of vendor relationships	
How purchasing decisions are made	Make purchasing decisions Establish company buying/purchasing policies	
Company buying/purchasing policies	Conduct vendor search	
Vendor search	Place orders	
How to place orders	Maintain inventory of products/supplies	
How to maintain inventory of products/supplies		

Strand/Domain: Business Functions		
<b>Cluster:</b> Operations Management	<b>Understand:</b> Decisions affect the success of the business.	
<b>Standard:</b> Students will know and demonstrate the concept of risk management in business.		
Learning Targets		DOK
Know (Factual)	Do (Reasoning/Performance/Product)	<input type="checkbox"/> Level-1 Recall  <input type="checkbox"/> Level-2 Skill/Concept  <input type="checkbox"/> Level-3 Strategic- Thinking  <input type="checkbox"/> Level-4 Extended Thinking
<i>Students will know...</i>	<i>Students will...</i>	
Types of business risks (i.e. technology/style changes, pricing, competition, economic factors)	Describe business risks	
Ways that small businesses protect themselves against loss	Determine ways that small businesses protect themselves against loss	
Business's liabilities	Determine business's liabilities	
How to select form of business ownership	Select form of business ownership	

Strand/Domain: Business Functions		
<b>Cluster:</b> Operations Management	<b>Understand:</b> Detailed planning is essential to business success.	
<b>Standard:</b> Students will know and demonstrate the concepts and processes for business operations in strategic planning		
Learning Targets		<u>DOK</u>
Know (Factual)	Do (Reasoning/Performance/Product)	<input type="checkbox"/> Level-1 Recall  <input type="checkbox"/> Level-2 Skill/Concept  <input type="checkbox"/> Level-3 Strategic- Thinking  <input type="checkbox"/> Level-4 Extended Thinking
<i>Students will know...</i>	<i>Students will...</i>	
Competitive analysis	Conduct competitive analysis	
Company goals/objectives	Develop company goals/objectives	
Business mission	Develop business mission	
How to forecast income/sales	Forecast income/sales	
Break-even analysis	Conduct break-even analysis	
Business plan	Develop business plan	
How to track performance of business plan	Track performance of business plan	

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will know fundamental business concepts that affect business decision making.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand fundamental business concepts that affect business decision making.	The student is able to understand some fundamental business concepts that affect business decision making.	The student is able to understand a few fundamental business concepts that affect business decision making.

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will know and demonstrate the concept of risk management in business.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand and demonstrate the concept of risk management in business.	The student is able to understand and demonstrate some of the concept of risk management in business.	The student is able to understand and demonstrate a few of the concept of risk management in business.

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will know and demonstrate the use of basic financial concepts pertaining to income statements in making business decisions.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand and demonstrate the use of basic financial concepts pertaining to income statements in making business decisions.	The student is able to understand and demonstrate the use of some basic financial concepts pertaining to income statements in making business decisions.	The student is able to understand and demonstrate the use of a few basic financial concepts pertaining to income statements in making business decisions.

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will know and demonstrate the concepts and processes for marketing-information management.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand and demonstrate concepts and processes for marketing-information management.	The student is able to understand and demonstrate some concepts and processes for marketing-information management.	The student is able to understand and demonstrate a few of the concepts and processes for marketing-information management.



<b>Proficiency Levels</b>			
<b>Standard:</b> Students will use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making.	The student is able to use some 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making.	The student is able to use a few of the 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making.

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will know and demonstrate the processes to develop a product/service idea			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand and demonstrate the processes to develop a product/service idea.	The student is able to understand and demonstrate some of the processes to develop a product/service idea.	The student is able to understand and demonstrate a few of the processes to develop a product/service idea.

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will understand organizational systems of business.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand organizational systems of business.	The student is able to understand some organizational systems of business.	The student is able to understand a few of the organizational systems of business.

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will know and demonstrate the concepts and processes for marketing-information management.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
<b>The student is able to understand and demonstrate all of the basic principles of .....</b>	The student is able to know and demonstrate the concepts and processes for marketing-information management.	The student is able to know and demonstrate some of the concepts and processes for marketing-information management.	The student is able to know and demonstrate a few of the concepts and processes for marketing-information management.

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will know and demonstrate the concepts and processes in the procurement, production, and distribution operations of a company.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand and demonstrate the concepts and processes in the procurement, production, and distribution operations of a company.	The student is able to understand and demonstrate some concepts and processes in the procurement, production, and distribution operations of a company.	The student is able to understand and demonstrate a few of the concepts and processes in the procurement, production, and distribution operations of a company.

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will know and demonstrate the concepts and processes for business operations in strategic planning.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand and demonstrate the concepts and processes for business operations in strategic planning.	The student is able to understand and demonstrate some concepts and processes for business operations in strategic planning.	The student is able to understand and demonstrate a few of the concepts and processes for business operations in strategic planning.

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will know and demonstrate the use of basic financial concepts in making business decisions.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand and demonstrate the use of basic financial concepts in making business decisions.	The student is able to understand and demonstrate the use of some basic financial concepts in making business decisions.	The student is able to understand and demonstrate the use of a few of the basic financial concepts in making business decisions.

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will know fundamental business concepts that affect business decision making.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand fundamental business concepts that affect business decision making.	The student is able to understand some fundamental business concepts that affect business decision making.	The student is able to understand of few of the fundamental business concepts that affect business decision making.

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making.	The student is able to use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making.	The student is able to use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making.

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will know and demonstrate the concepts and processes in the procurement, production, and distribution operations of a company.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand and demonstrate the concepts and processes in the procurement, production, and distribution operations of a company.	The student is able to understand and demonstrate some of the concepts and processes in the procurement, production, and distribution operations of a company.	The student is able to understand and demonstrate a few of the concepts and processes in the procurement, production, and distribution operations of a company.

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will know and demonstrate the use of basic financial concepts in making business decisions.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand and demonstrate the use of basic financial concepts in making business decisions.	The student is able to understand and demonstrate some of the use of basic financial concepts in making business decisions.	The student is able to understand and demonstrate a few of the use of basic financial concepts in making business decisions.

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will know and demonstrate the use of basic financial concepts pertaining to balance sheets in making business decisions.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand and demonstrate the use of basic financial concepts pertaining to balance sheets in making business decisions.	The student is able to understand and demonstrate the use of some of the basic financial concepts pertaining to balance sheets in making business decisions.	The student is able to understand and demonstrate a few of the use of basic financial concepts pertaining to balance sheets in making business decisions.

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will know and demonstrate the use of basic financial concepts pertaining to income statements in making business decisions.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand and demonstrate the use of basic financial concepts pertaining to income statements in making business decisions.	The student is able to understand and demonstrate the use of some basic financial concepts pertaining to income statements in making business decisions.	The student is able to understand and demonstrate the use of a few of the basic financial concepts pertaining to income statements in making business decisions.

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will know and demonstrate the use of basic financial ratios used in making business decisions.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand and demonstrate the use of basic financial ratios used in making business decisions	The student is able to understand and demonstrate some of the use of basic financial ratios used in making business decisions	The student is able to understand and demonstrate the use of a few of the basic financial ratios used in making business decisions

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will know and demonstrate the concepts and processes of pricing.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand and demonstrate the concepts and processes of pricing.	The student is able to understand and demonstrate some of the concepts and processes of pricing.	The student is able to understand and demonstrate a few of the concepts and processes of pricing.

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will know and demonstrate the sales concepts and processes.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand and demonstrate the sales concepts and processes.	The student is able to understand and demonstrate some of the sales concepts and processes.	The student is able to understand and demonstrate a few of the sales concepts and processes.



<b>Proficiency Levels</b>			
<b>Standard:</b> Students will know and demonstrate the concepts and processes for marketing-information management.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand and demonstrate the concepts and processes for marketing-information management.	The student is able to understand and demonstrate some of the concepts and processes for marketing-information management.	The student is able to understand and demonstrate a few of the concepts and processes for marketing-information management.

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will know and demonstrate the concepts and processes in the procurement, production, and distribution operations of a company.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand and demonstrate the concepts and processes in the procurement, production, and distribution operations of a company.	The student is able to understand and demonstrate some of the concepts and processes in the procurement, production, and distribution operations of a company.	The student is able to understand and demonstrate few of the concepts and processes in the procurement, production, and distribution operations of a company.

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will know and demonstrate the processes to develop a product/service idea.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand and demonstrate the processes to develop a product/service idea.	The student is able to understand and demonstrate some of the processes to develop a product/service idea.	The student is able to understand and demonstrate a few of the processes to develop a product/service idea.

<b>Proficiency Levels</b>			
<b>Standard:</b> Students will understand the need to motivate and develop personnel.			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand the need to motivate and develop personnel.	The student is able to understand some of the need to motivate and develop personnel.	The student is able to understand a few of the need to motivate and develop personnel.

### Proficiency Levels

**Standard:** Students will understand organizational systems of business.

4	3	2	1
<b>Demonstrates advanced knowledge and application of the essential academic standards.</b>	<b>Demonstrates proficient knowledge and application of the essential academic standards.</b>	<b>Demonstrates developing knowledge and application of the essential academic standards.</b>	<b>Demonstrates minimal knowledge and application of the essential academic standards.</b>
	The student is able to understand organizational systems of business	The student is able to understand some organizational systems of business	The student is able to understand a few organizational systems of business

<b>COURSE/GRADE LEVEL:</b> Entrepreneurship							
<b>UNIT TITLE:</b> Starting a Business			<b>SUGGESTED UNIT TIMELINE:</b> Two weeks				
<b>ESSENTIAL QUESTION(S):</b> 1. How do businesses impact our economy? 2. What makes a business successful? 3. Why do businesses fail?							
<b>WHAT DO WE WANT STUDENTS TO KNOW, UNDERSTAND, AND BE ABLE TO DO?</b>							
<b>REFERENCE/ STANDARD #</b>	<b>STANDARDS:</b>					<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
BS.02.01.01	Students will know fundamental business concepts that affect business decision making.					X	
BS.02.01.02	Students will know and demonstrate the concept of risk management in business.					X	
BS.01.01.01	Students will know and demonstrate the use of basic financial concepts pertaining to income statements in making business decisions.						X
BS.02.01.03	Students will know and demonstrate the concepts and processes for marketing-information management.						X
<b>UNIT DESCRIPTION:</b> Students will be introduced to what a business is and the role and nature of entrepreneurship. Students will learn the role of business in society tied to business activities.				<b>UNIT VOCABULARY</b> Entrepreneurship/Entrepreneur, Business, Non-profit, Good, Service, Industrial Business, Commercial Business, Production, Marketing, Finance, Human Resources 4 P's-Product, Price, Place, Promotion, Profit, Revenue, Gross Profit, Net Profit, Cost of Goods Sold, Operating Costs, GDP, Franchise, Labor Force, Equal Employment, Opportunity, Glass Ceiling, Sticky Floor, Comparable Worth, Business Ethics, Ethical Dilemma, Social Responsibility, Non-governmental Organizations, Sole proprietorship, Partnership, Corporation, LLC			
<b>HOW DO WE KNOW STUDENTS HAVE LEARNED?</b>							
<b>UNIT ASSESSMENT BLUEPRINT</b>							
<b>Curriculum Strand/Domain</b>	<b>Curriculum Cluster</b>	<b>Learning Target (Standard)</b>	<b>Type of Target/DOK Level</b>	<b>Assessment Method</b>	<b>Number of Items</b>	<b>Notes</b>	
Elements of Management	Starting a Business	Students will know fundamental business concepts that affect business decision making.	2	Written Response			
Elements of Management	Starting a Business	Students will know and demonstrate the	2	Written Response			

		concept of risk management in business.				
Financial Services	Starting a Business	Students will know and demonstrate the use of basic financial concepts pertaining to income statements in making business decisions.	2	Written response		
Elements of Management	Starting a Business	Students will know and demonstrate the concepts and processes for marketing-information management.	2	Written Response		

#### UNIT SCORING GUIDE

A compilation of the proficiency levels and exemplars for the unit that defines mastery of the standards.

FACILITATING ACTIVITIES Strategies and methods for teaching and learning			HOW WILL WE RESPOND WHEN STUDENTS HAVE NOT LEARNED?	HOW WILL WE RESPOND WHEN STUDENTS HAVE ALREADY LEARNED?
STANDARD #	TEACHER INSTRUCTIONAL STRATEGIES	STUDENT LEARNING TASKS	INTERVENTIONS	EXTENSIONS
Students will know fundamental business concepts that affect business decision making.	Teacher leads lecture and discussion over businesses' impact on our economy	Take notes and participate in discussion	One on one time with student	Online current event videos
Students will know and demonstrate the concept of risk	Teacher leads lecture and discussion over the concept of risk management in business.	Develop a list of risk examples	One on one time with teacher	

management in business.				
Students will know and demonstrate the use of basic financial concepts pertaining to income statements in making business decisions.	Model profit calculation problems	Solve profit problems  Derive options to improve profit	One on one time with teacher	Shark Tank evaluations
Students will know and demonstrate the concepts and processes for marketing-information management.	Model researching franchises  Teacher leads lecture and discussion over types of ownership of a company  Utilize current events to emphasize concepts	Research franchise opportunities and discuss  Compare three franchise opportunities (may utilize <a href="http://www.entrepreneur.com">www.entrepreneur.com</a> )  Prepare chart comparing and contrasting types of ownership and advantages and disadvantages of each  Analyze economic impact of current events	One on one time with teacher	Current events
<p>ADDITIONAL UNIT RESOURCES</p> <p>Guest speakers, “Not Just a Hot Cup Anymore” video from NY Times, Shark Tank (HULU Plus or NBC), Literacy Coaches, Yahoo! Finance</p>				

<b>COURSE/ GRADE LEVEL:</b> Entrepreneurship							
<b>UNIT TITLE:</b> Planning a business			<b>SUGGESTED UNIT TIMELINE:</b> <i>Four weeks</i>				
<b>ESSENTIAL QUESTION(S):</b> 1. <i>Why is business planning important?</i> 2. <i>What should the business plan entail?</i>							
<b>WHAT DO WE WANT STUDENTS TO KNOW, UNDERSTAND, AND BE ABLE TO DO?</b>							
<b>REFERENCE/ STANDARD #</b>	<b>STANDARDS:</b>					<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>
BS.02.02.01	Students will know and demonstrate the processes to develop a product/service idea.					X	
BS.02.02.02	Students will understand organizational systems of business.						X
BS.02.02.03	Students will know and demonstrate the concepts and processes for marketing-information management.						X
BS.02.02.04	Students will know and demonstrate the concepts and processes in the procurement, production, and distribution operations of a company.					X	
BS.02.02.05	Students will know and demonstrate the concepts and processes for business operations in strategic planning.					X	
BS.01.02.01	Students will know and demonstrate the use of basic financial concepts in making business decisions.						X
BS.02.02.06	Students will use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making.						X
<b>UNIT DESCRIPTION:</b> Students will be introduced to a business plan and complete the process for creating their in-class JA company.				<b>UNIT VOCABULARY</b> Business Plan, Executive Summary, Mission Statement, Break Even Analysis, Marketing, Finance, Production, Human Resources, Target Market, Competition, Compensation Plan, Salary, Commission, Wage, Bonus, Revenue, Cost of Goods Sold, Gross Profit, Net Profit, Operating Expense, Stock/Capital, Vendor, Sales Goals, Demographics, Projected Income Statement, Customer, Retail, Slogan, Logo, Packaging, Advertising, Product, Price, Place, Promotion, Liquidation Statement, Payroll, Employee Evaluation, Personal Selling, Incentives			
<b>HOW DO WE KNOW STUDENTS HAVE LEARNED?</b>							
<b>UNIT ASSESSMENT BLUEPRINT</b>							
<b>Curriculum Strand/Domain</b>	<b>Curriculum Cluster</b>	<b>Learning Target (Standard)</b>	<b>Type of Target/DOK Level</b>	<b>Assessment Method</b>	<b>Number of Items</b>	<b>Notes</b>	
Elements of Management	Planning a business	Students will know and demonstrate the processes to develop a product/service idea.	3	Performance Event			
Elements of	Planning a business	Students will	3	Performance Event			

Management		understand organizational systems of business.				
Elements of Management	Planning a business	Students will know and demonstrate the concepts and processes for marketing-information management.	3	Performance Event		
Elements of Management	Planning a business	Students will know and demonstrate the concepts and processes in the procurement, production, and distribution operations of a company.	3	Performance Event		<i>Employee Evaluation of performance during the business plan writing process</i>
Elements of Management	Planning a business	Students will know and demonstrate the concepts and processes for business operations in strategic planning.	3	Performance Event		<i>Completed Business Plan</i>
Financial Services	Planning a business	Students will know and demonstrate the use of basic financial concepts in making business decisions.	3	Performance Event		
Elements of Management	Planning a business	Students will use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making	3	Performance Event		



**UNIT SCORING GUIDE**

*A compilation of the proficiency levels and exemplars for the unit that defines mastery of the standards.*

<b>FACILITATING ACTIVITIES</b> <i>Strategies and methods for teaching and learning</i>			<b>HOW WILL WE RESPOND WHEN STUDENTS HAVE NOT LEARNED?</b>	<b>HOW WILL WE RESPOND WHEN STUDENTS HAVE ALREADY LEARNED?</b>
<b>STANDARD #</b>	<b>TEACHER INSTRUCTIONAL STRATEGIES</b>	<b>STUDENT LEARNING TASKS</b>	<b>INTERVENTIONS</b>	<b>EXTENSIONS</b>
Students will use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making.	Brainstorming to identify target market and customer needs	Compile and analyze characteristics of target market	One on one time with student	Online current event videos
Students will know and demonstrate the processes to develop a product/service idea.	Lead brainstorming session of product ideas  Model a product research presentation  Facilitate evaluation of products to help class choose final product to sell	Compile a list of possible products and evaluate list to narrow it down for further research  In small groups, research a product from the narrowed down list and evaluate the product.  Present research on product to whole class for comparison purposes  As a whole class, analyze each product	One on one time with student	Shark Tank evaluations

		to decide what product to sell		
Students will understand organizational systems of business.	<p>Present information on business plans and why they are important</p> <p>Assign each student to a department in their JA business (Production, Marketing, HR, and Finance)</p> <p>Discuss responsibilities of the Production Department</p> <p>Discuss responsibilities of the Marketing Department</p> <p>Discuss responsibilities of the Human Resources Department</p> <p>Discuss responsibilities of the Finance Department</p>	<p>Evaluate the purpose of a business plan</p> <p>Analyze a sample business plan</p> <p>Members of Production Department complete the Production portion of the business plan, including: product description, cost of goods sold, vendor, calendar, order form, catalog, and packaging</p> <p>Members of Marketing Department complete the Marketing portion of the business plan, including: description of target market, description of competition, sales goal, sales price, sales methods, advertising plan, company name, slogan, and logo</p> <p>Members of the HR Department complete the HR portion of the business plan, including: compensation plan</p>	One on one time with student	

		<p>(payroll, salaries, wages, commission, bonus), employee evaluation, description of ownership—stock sales</p> <p>Members of the Finance Department complete the Finance portion of the business plan, including: projected income statement (estimated revenue, cost of goods sold, gross profit, operating expenses, net profit), projected liquidation statement (estimated return on investment)</p> <p>Each department presents business plan to the whole class</p> <p>Class discusses each department to ensure understanding of company and duties of employees</p>		
<p>Students will know and demonstrate the concepts and processes for marketing-information</p>	<p>Lecture, facilitate</p>	<p>Note taking,</p>	<p>One on one time with student</p>	

management.				
Students will know and demonstrate the concepts and processes in the procurement, production, and distribution operations of a company.	Lecture	Note taking Discussion	One on one time with student	
Students will know and demonstrate the concepts and processes for business operations in strategic planning.	Entrepreneur guest speakers/interviews	Note taking Discussion		
Students will know and demonstrate the use of basic financial concepts in making business decisions.	Entrepreneur guest speakers/interviews	Note taking Discussion		

**ADDITIONAL UNIT RESOURCES**

Guest speakers, “Not Just a Hot Cup Anymore” video from NY Times, Shark Tank (HULU Plus or NBC), Literacy Coaches, Yahoo! Finance, Copies of Sample Business Plans

**COURSE/GRADE LEVEL:** Entrepreneurship

<b>UNIT TITLE:</b> Operating a Business	<b>SUGGESTED UNIT TIMELINE:</b> <i>8 weeks</i> <i>(coincides with other units)</i>
--	--

**ESSENTIAL QUESTION(S):**

- How do you close a sale?
- What do the day-to-day operations of a business look like?
- How do companies deal with issues that may arise? (i.e. product is more expensive, items are backordered)
- Why is it important to be able to work in teams?

**WHAT DO WE WANT STUDENTS TO KNOW, UNDERSTAND, AND BE ABLE TO DO?**

REFERENCE/ STANDARD #	STANDARDS:	MAJOR STANDARD	SUPPORTING STANDARD
BS.02.03.01	Students will know fundamental business concepts that affect business decision making.	X	
BS.02.03.02	Students will use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making.		X
BS.02.03.03	Students will know and demonstrate the concepts and processes in the procurement, production, and distribution operations of a company.		X

<b>UNIT DESCRIPTION:</b> <i>Students will be operating their JA in-class company—making sales, processing orders, ordering the product, and distributing to customers.</i>	<b>UNIT VOCABULARY</b> <i>Distribution, vendor, sales goal, incentives, commission, competition, competitive advantage, demand, supply, annual report</i>
---	--

**HOW DO WE KNOW STUDENTS HAVE LEARNED?**

UNIT ASSESSMENT BLUEPRINT						
Curriculum Strand/Domain	Curriculum Cluster	Learning Target (Standard)	Type of Target/DOK Level	Assessment Method	Number of Items	Notes
Elements of Management	Operating a Business	Students will know fundamental business concepts that affect business decision making.	3	Performance Event		<ul style="list-style-type: none"> <li><i>Employee Evaluation of performance during operation of the business</i></li> </ul>
Elements of Management	Operating a Business	Students will use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share	3	Performance Event		

		information for business decision-making.				
Elements of Management	Operating a Business	Students will know and demonstrate the concepts and processes in the procurement, production, and distribution operations of a company.	3	Performance Event		<ul style="list-style-type: none"> <li>• <i>Sales Goal (did student meet sales goal set by the class)</i></li> <li>• <i>Completed Annual Report)</i></li> </ul>

#### UNIT SCORING GUIDE

*A compilation of the proficiency levels and exemplars for the unit that defines mastery of the standards.*

FACILITATING ACTIVITIES <i>Strategies and methods for teaching and learning</i>			HOW WILL WE RESPOND WHEN STUDENTS HAVE NOT LEARNED?	HOW WILL WE RESPOND WHEN STUDENTS HAVE ALREADY LEARNED?
STANDARD #	TEACHER INSTRUCTIONAL STRATEGIES	STUDENT LEARNING TASKS	INTERVENTIONS	EXTENSIONS
Students will know fundamental business concepts that affect business decision making.	Presents information on sales strategies and models sales strategies  Distributes student developed product page (catalog) and order form	Role play sales situations	One-on-one time with teacher or peer	
Students will use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share	Discuss 21 <sup>st</sup> century leadership skills  Present the path of an order within the company	Utilize forms to make sales to target market  Student leaders present sales figures to the class	One-on-one time with teacher or peer	

<p>information for business decision-making.</p>		<p>Count and organize sales forms</p> <p>Prepare order for the vendor</p> <p>Verify accuracy of the order when received from vendor</p>		
<p>Students will know and demonstrate the concepts and processes in the procurement, production, and distribution operations of a company.</p>	<p>Present information on annual reports and why they are important</p>	<p>Each department prepares their portion of the annual report and analyzes their department's operations</p> <p>Each department presents their section of the annual report to the class</p> <p>Students individually evaluate the company after listening to the department presentations</p> <p>Process sales through each department and keep accurate electronic records</p> <p>Package product for distribution to customer and ensure customer satisfaction</p> <p>List characteristics and evaluate sample annual reports</p>	<p>One-on-one time with teacher or peer</p>	

		Evaluate the purpose of an annual report		
--	--	--	--	--

**ADDITIONAL UNIT RESOURCES**

Market Minute Anchoring Activity, Current Event Anchoring Activity

DRAFT



<b>COURSE/ GRADE LEVEL:</b> Entrepreneurship						
<b>UNIT TITLE:</b> Financial Management		<b>SUGGESTED UNIT TIMELINE:</b> <i>Three weeks</i>				
<b>ESSENTIAL QUESTION(S):</b> <i>What financial records to companies most often complete and why do they do this? What kind of information can companies learn from their financial records?</i>						
<b>WHAT DO WE WANT STUDENTS TO KNOW, UNDERSTAND, AND BE ABLE TO DO?</b>						
<b>REFERENCE/ STANDARD #</b>	<b>STANDARDS:</b>			<b>MAJOR STANDARD</b>	<b>SUPPORTING STANDARD</b>	
BS.01.03.01	Students will know and demonstrate the use of basic financial concepts in making business decisions.			X		
BS.01.03.02	Students will know and demonstrate the use of basic financial concepts pertaining to balance sheets in making business decisions.			X		
BS.01.03.03	Students will know and demonstrate the use of basic financial concepts pertaining to income statements in making business decisions.					X
BS.01.03.04	Students will know and demonstrate the use of basic financial ratios used in making business decisions.					X
BS.01.03.05	Students will use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making.					X
<b>UNIT DESCRIPTION:</b> Students will be introduced to the role financial management and analysis plays in a business. Students will learn how companies use financial information in the decision making process.			<b>UNIT VOCABULARY</b> <i>Income Statement, Balance Sheet, Assets, Liquid/Current Assets, Long Term Assets, Current Liabilities, Long Term Liabilities, Owners Equity/Capital/Net Worth, Basic Accounting Equation, Revenue, Cost of Goods Sold, Gross Profit, Operating Expenses, Net Profit, Cash Flow, Working Capital, Budget, Return on Sales, Return on Investment, Current Ratio, Inventory Turnover, Return on Owner's Equity, Financial Ratio, Financial Statement</i>			
<b>HOW DO WE KNOW STUDENTS HAVE LEARNED?</b>						
<b>UNIT ASSESSMENT BLUEPRINT</b>						
<b>Curriculum Strand/Domain</b>	<b>Curriculum Cluster</b>	<b>Learning Target (Standard)</b>	<b>Type of Target/DOK Level</b>	<b>Assessment Method</b>	<b>Number of Items</b>	<b>Notes</b>
Financial Services	Financial Management	Students will know and demonstrate the use of basic financial concepts in making business decisions.	3	Performance Event		
Financial Services	Financial Management	Students will know and demonstrate the use of basic financial concepts pertaining to balance sheets in	3	Performance Event		

		making business decisions.				
Financial Services	Financial Management	Students will know and demonstrate the use of basic financial concepts pertaining to income statements in making business decisions.	3	Performance Event		
Financial Services	Financial Management	Students will know and demonstrate the use of basic financial ratios used in making business decisions.	3	Performance Event		
Financial Services	Financial Management	Students will use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making.	3	Performance Event		

#### UNIT SCORING GUIDE

*A compilation of the proficiency levels and exemplars for the unit that defines mastery of the standards.*

FACILITATING ACTIVITIES <i>Strategies and methods for teaching and learning</i>			HOW WILL WE RESPOND WHEN STUDENTS HAVE NOT LEARNED?	HOW WILL WE RESPOND WHEN STUDENTS HAVE ALREADY LEARNED?
STANDARD #	TEACHER INSTRUCTIONAL STRATEGIES	STUDENT LEARNING TASKS	INTERVENTIONS	EXTENSIONS
Students will know and demonstrate the use of basic financial concepts in making business	Leads lecture and discussion over who uses financial information to make decisions in a business	Analyze why financial information is important to specific groups of people (both within and outside an organization)	One on one time with student	

decisions.		Online current event videos		
Students will know and demonstrate the use of basic financial concepts pertaining to balance sheets in making business decisions.	Explains what balance sheet (net worth statement) is and what kind of information it presents  Guided practice in creating balance sheets	Classify items on a balance sheet  Create balance sheets and calculate total assets, total liabilities and owners' equity	One on one time with student	
Students will know and demonstrate the use of basic financial concepts pertaining to income statements in making business decisions.	Explains what an income statement (profit and loss statement) is and what kind of information it presents  Guided practice in creating income statements	Classify items on an income statement  Create income statements and calculate revenue, cost of goods sold, gross profit, operating expenses, and net profit	One on one time with student	
Students will know and demonstrate the use of basic financial ratios used in making business decisions.	Explains financial ratios and how they are used in the decision making process  Guided practice of financial ratios	Apply the correct ratio to a given situation  Solve for return on sales, return on investment, current ratio, inventory turnover and return on owner's equity	One on one time with student	
Students will use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and	Model analyzing a company's financial statements	Practice analyzing financial statements	One on one time with student	

share information for business decision-making.				
---	--	--	--	--

**ADDITIONAL UNIT RESOURCES**  
*Hard copies of annual reports, company's websites for electronic financial statements, [www.finance.yahoo.com](http://www.finance.yahoo.com) for SEC filings*

DRAFT

**COURSE/GRADE LEVEL:** Entrepreneurship

**UNIT TITLE:**  
Marketing Management

**SUGGESTED UNIT TIMELINE:**  
Three weeks

- ESSENTIAL QUESTION(S):**
1. What does it mean to “market” a product/company?
  2. What goes into building a brand or image?
  3. How do businesses establish their pricing procedures?
  4. What decisions are made during product development?
  5. How do companies determine their distribution channels?

**WHAT DO WE WANT STUDENTS TO KNOW, UNDERSTAND, AND BE ABLE TO DO?**

REFERENCE/ STANDARD #	STANDARDS:	MAJOR STANDARD	SUPPORTING STANDARD
BS.01.04.01	Students will know and demonstrate the concepts and processes of pricing.	X	
BS.02.04.01	Students will know and demonstrate the sales concepts and processes.	X	
BS.02.04.02	Students will know and demonstrate the concepts and processes for marketing-information management.		X
BS.02.04.03	Students will know and demonstrate the concepts and processes in the procurement, production, and distribution operations of a company.		X
BS.02.04.04	Students will know and demonstrate the processes to develop a product/service idea.	X	
BS.02.04.05	Students will use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making.		X

**UNIT DESCRIPTION:**  
Students will learn about the 4 P’s of marketing (Product, Price, Place, Promotion) and how they pertain to running a successful business.

**UNIT VOCABULARY**  
Product, Price, Place, Promotion, Brand, Line Extension/ Assortment, Product Placement, Basic/Enhanced/Extended, Product Assortment, Packaging, Service, Profitability, Break Even Point, Target Markets, Distribution Channels, Suggestion Selling, Sales Quotas, Buying Motives, Consumer Research, Pure Research, Product Research, Custom Manufacturing, Intermittent Manufacturing, Mass Production, Continuous Manufacturing, Repetitive Manufacturing, Production Scheduling, Inventory Management, Human Resource Management, Product Life Cycle, Intro, Growth, Decline, Types of Consumer Products, Convenience Goods, Shopping Goods, Unsought Goods, Direct Distribution, Indirect Distribution, Economic Discrepancies, Full Disclosure, Substantiation, Cease and Desist, Co-Branding, Cannibalization, Brand Equity, Corrective Advertising, Advertising, Public Relations

**HOW DO WE KNOW STUDENTS HAVE LEARNED?**

**UNIT ASSESSMENT BLUEPRINT**

<b>Curriculum Strand/Domain</b>	<b>Curriculum Cluster</b>	<b>Learning Target (Standard)</b>	<b>Type of Target/DOK Level</b>	<b>Assessment Method</b>	<b>Number of Items</b>	<b>Notes</b>
Financial Services	Marketing Management	Students will know and demonstrate the concepts and processes of pricing.	3	Performance Event		<i>Branding Activity</i>
Elements of management	Marketing Management	Students will know and demonstrate the sales concepts and processes.	3	Performance Event		<i>New Product Presentation</i>  <i>Product Placement Activity</i>
Elements of management	Marketing Management	Students will know and demonstrate the concepts and processes for marketing-information management.	3	Performance Event		<i>Production Scheduling Activity</i>
Elements of management	Marketing Management	Students will know and demonstrate the concepts and processes in the procurement, production, and distribution operations of a company.	3	Performance Event		
Elements of management	Marketing Management	Students will know and demonstrate the processes to develop a product/service idea.	3	Performance Event		
Elements of management	Marketing Management	Students will use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-	3	Performance Event		

making.

**UNIT SCORING GUIDE**

*A compilation of the proficiency levels and exemplars for the unit that defines mastery of the standards.*

**FACILITATING ACTIVITIES**

*Strategies and methods for teaching and learning*

**HOW WILL WE RESPOND  
WHEN STUDENTS HAVE  
NOT LEARNED?**

**HOW WILL WE RESPOND WHEN STUDENTS HAVE  
ALREADY LEARNED?**

<b>STANDARD #</b>	<b>TEACHER INSTRUCTIONAL STRATEGIES</b>	<b>STUDENT LEARNING TASKS</b>	<b>INTERVENTIONS</b>	<b>EXTENSIONS</b>
Students will know and demonstrate the concepts and processes of pricing.	Leads lecture and discussion over the Price piece of the 4 Ps	Take notes and participate in discussion  Analyze the importance of pricing to a business and how that impacts the buying decision for customers	One-on-one help	Logo game
Students will know and demonstrate the sales concepts and processes.	Leads lecture and discussion over the Product piece of the 4 Ps	Evaluate how products have changed over time  Create a production schedule utilizing human resources and inventory for a specific manufacturing activity	One-on-one help	

<p>Students will know and demonstrate the concepts and processes for marketing-information management.</p>	<p>Leads lecture and discussion over the Promotion piece of the 4 Ps</p> <p>Leads lecture and discussion over the Place piece of the 4 Ps</p>	<p>Analyze how companies create new products and/or change existing products</p>	<p>One-on-one help</p>	
<p>Students will know and demonstrate the concepts and processes in the procurement, production, and distribution operations of a company.</p>	<p>Present information over production scheduling (including human resources and inventory) and model the scheduling activity</p>	<p>Research new products and their attributes and present information to class</p> <p>Students will analyze distribution channels and why they are chosen for specific products</p>	<p>One-on-one help</p>	
<p>Students will know and demonstrate the processes to develop a product/service idea.</p>	<p>Present information over the types of manufacturing</p>	<p>Compare and contrast what types of manufacturing should be used in specific situations</p> <p>Students will evaluate promotional materials for purpose and effectiveness</p> <p>Students will assess branding identification and analyze of success of brand</p>	<p>One-on-one help</p>	
<p>Students will use 21<sup>st</sup> Century tools and technology to maintain, evaluate, and share</p>			<p>One-on-one help</p>	



information for business decision-making.				
---	--	--	--	--

**ADDITIONAL UNIT RESOURCES**  
*Videos: 4 Ps of Marketing, Branding, Positioning, Packaging*

--

DRAFT

**COURSE/ GRADE LEVEL:** Entrepreneurship

**UNIT TITLE:**  
Human Resource Management

**SUGGESTED UNIT TIMELINE:**  
*One week*

**ESSENTIAL QUESTION(S):**  
 What makes up a compensation plan and how does it motivate employees?  
 Why do companies have an organizational structure?  
 Why do employers look for 21<sup>st</sup> century leadership skills?

**WHAT DO WE WANT STUDENTS TO KNOW, UNDERSTAND, AND BE ABLE TO DO?**

REFERENCE/ STANDARD #	STANDARDS:	MAJOR STANDARD	SUPPORTING STANDARD
BS.02.05.01	Students will understand the need to motivate and develop personnel.	X	
BS.02.05.02	Students will understand organizational systems of business.		X
BS.02.05.03	Students will use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-making.		X

**UNIT DESCRIPTION:**  
 Students will learn about organizational structure and employee compensation plans. The development of 21<sup>st</sup> Century leadership skills will be emphasized.

**UNIT VOCABULARY**  
 Compensation plan, salaries, wages, commissions, bonuses, incentive, organizational chart, job description, employee evaluation, employee motivation,

**HOW DO WE KNOW STUDENTS HAVE LEARNED?**

**UNIT ASSESSMENT BLUEPRINT**

Curriculum Strand/Domain	Curriculum Cluster	Learning Target (Standard)	Type of Target/DOK Level	Assessment Method	Number of Items	Notes
Elements of Management	Human Resource Management	Students will understand the need to motivate and develop personnel.	3	Performance Event		
Elements of Management	Human Resource Management	Students will understand organizational systems of business.	3	Performance Event		
Elements of Management	Human Resource Management	Students will use 21 <sup>st</sup> Century tools and technology to maintain, evaluate, and share information for business decision-	3	Performance Event		

		making.				
--	--	---------	--	--	--	--

**UNIT SCORING GUIDE**

*A compilation of the proficiency levels and exemplars for the unit that defines mastery of the standards.*

<b>FACILITATING ACTIVITIES</b> <i>Strategies and methods for teaching and learning</i>			<b>HOW WILL WE RESPOND WHEN STUDENTS HAVE NOT LEARNED?</b>	<b>HOW WILL WE RESPOND WHEN STUDENTS HAVE ALREADY LEARNED?</b>
<b>STANDARD #</b>	<b>TEACHER INSTRUCTIONAL STRATEGIES</b>	<b>STUDENT LEARNING TASKS</b>	<b>INTERVENTIONS</b>	<b>EXTENSIONS</b>
Students will understand the need to motivate and develop personnel.	Teacher leads lecture and discussion over organizational systems  Teacher leads lecture and discussion over commonly used compensation plans	Takes notes and participates in discussions  Develop compensation plans for a company  Analyze incentive systems for effectiveness	One on one time with teacher	
Students will understand organizational systems of business.	Teacher leads lecture and discussion over development of personnel	Students develop an organizational structure based on company needs  Students write job descriptions	One on one time with teacher	
Students will use 21 <sup>st</sup> Century	Discussion on necessity for 21 <sup>st</sup> Century Skills	Exhibit 21 <sup>st</sup> Century Leadership Skills	One on one time with teacher	

tools and technology to maintain, evaluate, and share information for business decision-making.				
---	--	--	--	--

**ADDITIONAL UNIT RESOURCES**

DRAFT